

AUT call to ease promotions

by Ngain Croquer
The Association of University Teachers has called for an increase in the quota of senior staff in an attempt to ease the promotional bottleneck in the universities.

It wants to increase to 50 per cent the maximum permitted quota of senior staff to junior staff. If the proposal were accepted about 3,000 lecturers could move up.

The present quota laid down by the Department of Education and Science is 40 per cent. It was increased from 35 to 40 per cent in 1971-72. The University Grants Committee has agreed to meet representatives of the AUT to discuss the proposals early in January.

Mr Laurie Sapper, the association's general secretary, said this week: "Over the last few years promotions have slowed down to a trickle in many universities. The promotional quotas are nearly full."

"This means that in future senior lecturer posts can only come from resignation, retirement of senior staff or, and this is most unlikely, expansion. The number of senior staff up to retirement age, for the last eight or nine years, has been very small."

"There has been a decline in promotions both in absolute terms and as a percentage. We estimate, by looking at age groupings, that the next big outflow will be in 1984."

"A large number of senior posts are now justified because of the pressure of increased workloads on academic staff. An increase in the quota to 50 per cent would at least go some way to opening up promotional prospects."

The AUT argues that the change would not be expensive as it would mean in many cases simply moving staff up one grade on the salary scale. But the DES might argue that if there are more senior staff, it might be a case for fewer staff altogether.

The AUT raised the question of senior/junior ratios two years ago but pay policies gave the campaign no chance of success.

Poly teachers to demand 28 per cent

by David Jobbins

Leaders of teachers in polytechnics and colleges are calling for a 28 per cent pay rise in their 1979 claim.

This proposal has been sent to branches of the National Association of Teachers of Further and Higher Education for discussion before it is considered by a special meeting of the national council on December 9.

The claim is based on calculations of the shortfall between existing salary rates and what they would have to be if purchasing power following the Houghton Report in 1975 was restored.

The executive, after projecting the movement of the Retail Price Index to September next year, calculates a necessary rise of 54 per cent between September, 1975, and then.

It argues that someone at the minimum senior lecturer rate should be paid £7,748 if their salary was to retain the purchasing power it had in 1975. In fact the actual salary is now £6,051 and the executive is claiming an increase of nearly £1,700 to catch up.

The merger of the Lecturer 1 and Lecturer 2 grades also forms a priority part of the claim. An interim demand for a single scale was again rejected by the management panel when the Bursarial Further Education Committee met last week.

But the management side has agreed that the joint working party, set up as part of the 1978 settlement should consider the widest possible range of matters in the context of general concern that nearly 50 per cent of Lecturer 1s are at the top of their scale.

Following tough talking between the two sides, the working party will not be precluded from talking about a NATFHE suggestion, following the merger, rejection, of automatic progression, and the lower to the higher grade after a given period of time.

The basis of the executive's proposals was immediately criticized by the Association of Polytechnic Teachers. Dr Anthony Pointon, APT national secretary, said: "The NATFHE claim can be expected to put senior staff in a worse position and further education college staff in a better position. This has happened at every negotiation in the past and we cannot expect it to change."

The merger claim, APT says, will cost higher education an extra £30m a year in salaries. This money, Dr Pointon says, should be spent on improving higher education salaries.

£15,500 'is not enough' say directors

by Peter David

Polytechnic directors have written to the Bursarial pay committee complaining about their levels of pay.

The directors, who earn between £13,507 and £15,500, say the salaries have deteriorated in relation to university pay and salaries in industry and commerce.

The directors' complaint is being examined by Dr Raymond Rickard, director of Middlesex Polytechnic, because the Committee of Directors of Polytechnics is not allowed constitutionally to act on pay matters.

He says directors are delighted that the universities are to have their 1975 pay anomalies restored but want to reassert the principle of parity in income between polytechnics and universities at level work.

Dr Rickard dismisses as "mythology" the belief that polytechnic lecturers are better off than their university counterparts. That may be true at junior levels but not at senior ones, he says.

The directors claim that university lecturers receive between £18,000 and £27,500. Polytechnic Lecturer 2 and senior lecturers start with £14,101 but the top of the scale is only £20,305.

The difference becomes bigger at higher levels, they say. University senior lecturers and readers are on a scale between £20,305 and £32,000 while their equivalent polytechnic lecturers are on a scale between £17,047 and £23,845.

Dr Rickard says the Government's target for overseas earnings will be penalised. This message is implicit in a letter from the University Grants Committee to all universities this week.

He says that despite the government policy that the number of students in higher education should be reduced to the 1975 level, a number of universities have continued to allow their overseas figures to rise. Although it is a principal reason for the government's decision to reduce the salary of directors, it is too late for the UGC to take any action in future allocations of money.

Dr Rickard says that neither the government nor the UGC can unilaterally reduce the salaries of directors because it knows that the government will not make available more resources to pay for the reduction.

He says that as a result of this, the number of students in higher education will be reduced to the 1975 level, and academic standards will be maintained. Since some universities have more students than others, it would be unfair to penalise those which have adhered to the government's target.

Provisional returns from the universities show that the number of students in 1978-79 was 18,400 compared with 17,000 last year.

According to Government policy, the number of overseas undergraduates should be down to 14,000 by 1982.

Dr Rickard says: "The committee is concerned that in the event of the number of students falling to 14,000 by 1982, the universities will not be able to maintain the standards of their education."

He says that the committee is aware of the fact that the universities are not able to maintain the standards of their education and that the government is not able to maintain the standards of their education.

At present there are two committees A and B which represent the universities and the polytechnics respectively. The committee A is the Association of University Teachers and the committee B is the Association of Polytechnic Teachers.



The Prime Minister of Belgium, Dr Leo Tindemans receives an honorary degree at Heriot-Watt University.

Legal victory on patents

by Judith Judd

A major step forward in the fight to secure for university teachers the ownership of their inventions was claimed by the Association of University Teachers this week.

The association's view is based on the opinion of a leading firm of solicitors given at the request of the AUT in the wake of the 1977 Patents Act.

The AUT says that in the past the lion's share of the fruits of its members' inventions has gone to universities and believes that the legal opinion will change this. It is calling for urgent talks with the Committee of Vice-Chancellors and Principals about patents and is asking its branches to place a memorandum on any local negotiations.

Mr John Akker, the AUT's deputy general secretary, said this week: "Now that it is clear to us that the ownership of the invention clearly lies with the university teacher it will have profound effects on universities."

The opinion says that if the university teacher or employee is not employed specifically to invent, that is if he is a university professor, the invention belongs to the employee.

It says that it is up to the college or university to show that the invention does not belong to the employee. "Accordingly the invention must be shown to have been made in the course of the normal duties of the teacher and the circumstances must be shown to have been such that an invention might reasonably be expected to result from the carrying out of duties."

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Penalties for breaking overseas totals

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Universities which overstep the Government's target for overseas earnings will be penalised. This message is implicit in a letter from the University Grants Committee to all universities this week.

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Fircroft dispute unresolved

by Maggie Richards

A meeting between representatives of the Trades Union Congress and the Charity Commission has failed to resolve a dispute over the reopening of Fircroft adult education residential college at Birmingham.

Now the matter appears likely to be referred to the board of the Charity Commission for final judgment. The meeting between members of the TUC's education committee and Charity Commission officials took place last week.

Fircroft college was closed three years ago following student unrest. A Government inquiry later recommended the dismissal of the principal, Mr Tony Corfield, and four tutors.

Plans to reopen the college this year were foiled when the Charity Commission stepped in and objected to the proposed constitution, giving the TUC a simple majority on the governing body. In the commission's view this violated the tradition of liberal non-political education at Fircroft.

To overcome the deadlock, the commission recently issued its own proposals, involving equal representation for all interested parties in three vital areas: the curriculum, appointment of staff, and college facilities.

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Oakes 'should be law by next Easter'

The Education Bill published on Wednesday, should be law by next Easter, Mr Oakes, Minister of State for Higher Education, has said. The Bill is expected to be given its second reading early next month.

An anticipated, the recommendations of the Oakes Report form one of the main components of the Bill, although further discussions will be held before the proposed national body is constituted.

Mr Oakes, speaking at Basing College, said he hoped the college principals and the polytechnic directors would present joint evidence on the question of the national body, rather than having two voices. He also called for close cooperation with the universities to avoid duplication of courses.

"The fact that there will be a national body means that there will be someone to speak for all the colleges and polytechnics in the maintained sector," he said.

"Hitherto there has been no national voice for them and I think it will be of inestimable value."

However, Mr Oakes rejected an invitation from Mr Neil Merritt, college director, to update Government higher education policy during the late Mr Anthony Crosland's speech at Woodwich in 1968.

Mr Merritt said it was time for a major statement by the Government on the colleges, but Mr Oakes replied that he could not update the policy until all the responses to the Government's discussion document on the 1990s have been analysed.

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Library opening a landmark

Professor Ralf Dahrendorf, director of the London School of Economics, described the school's new £6m library as its greatest physical expansion for many years at its official opening this week.

The Lionel Robbins building, the new home of the British Library of Political and Economic Science, is the culmination of 15 years of negotiations, planning, fund-raising and construction.

The only general social sciences library comparable in size is in Russia. "The library comprises nearly three million items, most of them available to scholars on open shelves. They include Government documents, United States federal government publications (currently three tons a year) and United Nations specialist literature."

Professor Dahrendorf said the opening of the library was likely to be the last event of its kind for some considerable time.

The University Grants Committee undertook to meet the cost of the building; provided the school could raise funds for the purchase of the site, formerly Strand House, the head office and warehouse of W. H. Smith and Son, and towards conversion.

DES given proposed negotiation change

The Association of University Teachers has given the Department of Education and Science its proposals for changing the negotiating machinery.

The proposals will be considered by a single-stage and the University Grants Committee and the employer's paymaster and the employer on the side, and the AUT on the other side.

At present there are two committees A and B which represent the universities and the polytechnics respectively. The committee A is the Association of University Teachers and the committee B is the Association of Polytechnic Teachers.

Banned Czech appeals to academics

A former professor of philosophy at the University of Prague has appealed to British academics to join seminars in a course there banned by the authorities. Classes for students unable to gain admission to the university have been held at Mr Julius Tomlin's flat for more than a year despite official pressure for them to be stopped.

It was removed from his post at the university in 1969, and now works as a night watchman in a zoo.

In an open letter brought out of Czechoslovakia, Mr Tomlin, 46, has issued an open invitation to staff at four universities to attend the seminars in order to restore academic contact with the West. Although printed matter from abroad is still welcome to the students, foreign visitors are still welcomed so it is possible for guests to join.

The letter was addressed to Oxford, Harvard, Heidelberg, and West Berlin universities and is being circulated among other British universities by the magazine Index on Censorship. Since Mr Tomlin receives no mail from abroad he asks sympathizers to attend the regular meetings without prior notice. Meetings are held each Wednesday from September until June.

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- Olof Palme on détente
- Asa Briggs on G. M. Trevelyan and the pursuit of social history
- Scholarly publishing
- David Jobbins profiles Ulster Polytechnic
- John O'Leary on alternative prospectuses
- Interview with Professor John Taylor
- Timothy Mason reviews Germany 1866-1945 by Gordon Craig
- Four pages of psychology books

London press linked with Routledge

continued from front page

The planning committee agreed this week to accept Mr Stephenson's advice. Its report says: "The most effective way of getting good academic work published is to transfer control to an existing publishing house which has the capital to finance the production under the Athlone title of scholarly and educational works of merit."

"To continue to run too small a press will defeat this objective and have the additional disadvantage of leaving the university open to continual demands for further capital or of meeting an annual deficit."

But the university intends to demand that any buyer should be ready to retain the Athlone imprint and the identity of the press, and safeguard the staff.

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Scenes from the political theatre of the 1930s, a joint Crewe and Alsager production at the Portland Theatre, Polytechnic of Central London, from

Universities fear attempts to tamper with cash reserves

by Ngain Croquer

Universities are increasingly worried that they may be made to reduce their financial reserves, or that controls may be introduced to prevent them being built up.

The Committee of Vice-Chancellors and Principals has advised them in the past to grow significantly more than the present level of about £70 million, which would represent about one month's expenditure.

But the universities argue that it would have been irresponsible if they had not built them up. They say they only began to build up these large un earmarked accounts when the quinquennial system of finance was replaced and universities were only told to build up what their recurrent grants would be.

It made long-term planning virtually impossible. This, and the ravaging effects of inflation in the mid-70s, caused universities to build up a cushion to protect them from financial uncertainties.

The University Grants Committee, which is heavily concerned that the Comptroller and Auditor General's department, which feeds the Public Accounts Committee, might now choose to intervene.

If a change were imposed it could be done in two ways, either to prevent universities holding reserves but to make the Treasury a reserve paymaster, or generally to cut reserves by half and limit the amount of money each university could hold.

Universities would oppose both ideas. The idea of a reserve paymaster would hit at their independence and increase financial insecurity. The second scheme would reduce the safety margins they have given themselves.

Universities are enormously in the money, they hold. A spokesman for Leeds University said that the underlying philosophy has been to plan for reserves to give a degree of financial stability, but they would not want to grow significantly more than the present level. The total amount they hold is about £70 million, which would represent about one month's expenditure.

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UGC attacked over crucial medical survey

by Robin McKie
Science Correspondent

Britain's medical education system is severely threatened by sweeping reductions in medically qualified staff in medical schools. This is the view of the British Medical Association which has attacked the University Grants Committee for refusing to reveal full details of surveys of lecturers at the schools.

The UGC says it has done but Professor Peter Quilliam, chairman of the BMA's medical academic staff committee, said only a rough outline had been given. The UGC survey had carried breakdowns of sex, age and distribution by discipline and we need them to make proper representations to the Department of Education and Science", he added.

It was vital to stop the accelerating increase in jobs for medically qualified staff being given to scientifically-qualified lecturers in the teaching of physiology, anatomy, pharmacology and biochemistry for first-year students at medical schools. "Our committee now thinks we are in grave danger of reaching the point of no return where we cannot even maintain the present numbers, never mind increase them," Professor Quilliam stated.

These reductions were due to new salary levels compared with others in the health service and in particular, with lecturers in clinical schools. "The difference is enormous," said Professor Quilliam. There was now a differential of over ten thousand pounds between the salaries of clinical and pre-clinical professors.

These differences affected all staff levels and had resulted in accelerating drops in medically-qualified staff. For instance, in anatomy in 1967 they represented 73.3 per cent of total staff. In 1970 this had dropped to 71.6 per cent, and by 1974 to an alarming 60.

The medical academic staff committee has warned that medically-qualified lecturers are vital to the teaching of first-year students.

Professor Quilliam said his committee was now completely exasperated by the UGC's decision to hold on to details of the survey—which was carried out for them by the Committee of Vice-Chancellors and Principals.

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The Open University choir, conducted by Arts course assistant Bill Strong, and the chamber music society, provide a fanfare for the reopening of St Michael's Church in the OU's Milton Keynes headquarters. Before the three-year renovation, costing £90,000, the fourteenth-century church was at risk of becoming structurally dangerous. It now provides a venue for arts and cultural activities, and religious meetings.

Edinburgh gets big grant to boost microelectronics work

by Robin McKie
Science correspondent

A £316,000 grant has been awarded to Edinburgh University as part of the Science Research Council's programme to provide a comprehensive microelectronics manufacturing service for United Kingdom higher education centres. The money was given this week to the electrical engineering department to provide equipment which will replace the aging facilities at present used at the university. When completed, these new facilities will be made available to research teams in other universities and polytechnics in a bid to encourage further microelectronics research. It will also be used to stimulate the application of microelectronics in other areas, such as energy conversion systems, telecommunications and industrial monitoring systems. The SRC move coincides with a decision by the university to designate its Microelectronics Laboratory, directed by Dr David Milne, as the Wolfson Microelectronics Unit. The unit, which is self-supporting with an income from industrial and government contracts of £200,000, will also use the new facilities for industrial work in a bid to improve its services. The Edinburgh microelectronics project now employs 60 staff in teaching, long-term research and consultancy work in the design of microelectronics hardware. The university is also planning to expand its postgraduate teaching programme in this area. A specialised MSc course is being considered.

Liverpool admissions

by Owen Surridge

Uncertainties about student numbers, finances, the freezing of posts and the maintenance of teaching standards in the face of worsening staff-student ratios, were now resolved, Vice-Chancellor Robert Whelan, Vice-Chancellor of Liverpool University, has told the Court.

Professor Whelan said in his report that the overall number of student numbers had remained constant compared with 1976-77 but admissions in October 1978 had risen by 8 per cent. The target for 1981-82 was 8,800 full-time, a 23 per cent increase on 1976-77. Competition for entry remained high, more than 25 applications for each place in veterinary science, more than 15 in dentistry, and more than 14 in medicine, were received in 1977.

A feature in recent years had been the growth in the proportion of women students. In June 1978, 2,358 full-time women students were registered, representing 33 per cent of the total. In 1972 the percentage had been just a little above 30 per cent. The percentage of mature students, currently about 10 per cent, had increased and this trend was likely to continue.

but fears that the rise in tuition fees for postgraduate students would lead to a decline in full-time numbers has been justified. The number of full-time postgraduate students had declined by 9 per cent since 1975-76 and the number of part-time postgraduates had risen by 71 per cent.

"These trends have considerable implications and the university has established a working party on part-time fees to examine the relationship between the fee levels charged for the different types of attendance and duration of courses in the two modes of study."

Professor Whelan said there was considerable evidence that the adherence of the university to government pay policies was having an adverse effect on the recruitment of non-academic staff.

"It is becoming increasingly difficult to recruit technicians, secretaries and skilled craftsmen at the salaries we are able to offer, and in many areas we have lost staff who have been attracted by higher pay for the same level of responsibility as they had in the university."

He also said that the university hoped to review its arrangements for participation and consultation with non-academic staff to see if they can be improved.

How to keep track of poly dropouts

Agreement should be reached soon on a way to collect reliable and comparable data on the numbers of students who fail to complete their courses at polytechnics.

The group which represents most academic registrars at the polytechnics has been working out a scheme in contact with the Department of Education statisticians. But it is unlikely that even this more sophisticated method of data collection which is expected to apply from the academic year 1979-80, will produce figures which can safely be compared with the drop out rates for the universities.

Only a few polytechnics have so far been using the so-called cohort system of analysis, which follows a given intake of students through their college careers. Among them are Sheffield, where the principal, the Rev Dr George Talley, has disclosed a 25 per cent wastage rate, and Bristol, where analysis since 1973 has indicated a broadly similar level.

A number of others are well advanced in bringing the system into operation, after years of collecting the data on a basis which is of value only for internal purposes, such as identifying courses which have a relatively high number of students who drop out without qualifications. The registrars are cautious about the uses to which comparable data may be put when it is available.

"We are not interested in a league table of polytechnics based on their wastage," one said.

The universities calculate their final enrolment figures for the first time in January. The polytechnics have traditionally used a much earlier date in the academic year, and they will probably opt for early November from next year. The net effect of this is that the polytechnic enrolments include many students who leave in the early weeks of their first term, perhaps to join university courses.

Another factor offered as contributing to a higher wastage rate in the polytechnics is the lower standard of recruiting to HND courses and below.

New Oakes councils still shrouded in mystery

by Peter David

The Education Bill published last week finally gives an official name to the national higher education Council of Education Ministers. The new body will be established by the Education Bill, which will be introduced in the House of Commons on Monday. The Bill will require about 60 staff and cost about £200,000. But the Bill leaves many details of the working and constitution of the councils. The only guidance on membership—which was the most contentious issue dominating the Oakes group's discussions—is that each council should consist of a chairman and other members appointed by the Secretary of State. The functions of the powerful new bodies are spelled out in three short paragraphs. They are to advise the Secretary of State and local education authorities on "any matter connected with the provision of advanced further education in establishments maintained or assisted by such authorities".

They will also be allowed to give advice on advanced further education in other establishments, non-local authority, since the new form of modified planning recommended in the Oakes report, the Local Government Act 1974 will be amended so the Secretary of State can designate areas for regional government finance by legislation, without resorting to primary legislation.

But the carefully conserved legislation leaves a host of major issues open for further negotiation. It does not specify the constitution of the new councils, although broad government leaders have been told that local authority representation will be increased and their "voice" powers enhanced.

The Bill leaves open the important question of whether central or local government will pay the costs of the councils and how the detail of the modified planning arrangements—including the provision of higher education courses—will be decided. Mr Malcolm Thornton, chairman of the education committee of the Association of Metropolitan Authorities, made it clear this week that the local government intends to use the period until the Bill becomes law next Easter to have detailed discussions about the future of the new councils.

He told a group of education correspondents in London that there were considerable doubts about whether the councils would be able to do the jobs set out for them in the Oakes report. "All sorts of problems" had still to be worked out.

Also included in the Education Bill are important changes in the awards regulating extending the designations for courses eligible for automatic mandatory grants. At present the DES is allowed to rule that specific degree-equivalent courses can be eligible, but other courses primary legislation is necessary to include them in the mandatory category.

When the Bill is enacted, the Secretary of State will no longer legislate to designate courses "relevant to the pursuit of professions or vocations and certain courses provided in conjunction with overseas institutions".

The cost of the extra courses which may be designated for mandatory awards could be up to £5 a year, for which local education authorities will be reimbursed 90 per cent by the DES.

proposals were ready to accept them as outlined, but a number of points remained to be discussed. It was necessary to delay until 1981 in implementing the scheme, the DES would recommend that the student union subscriptions are kept "within acceptable limits".

Mr Trevor Phillips, NUS president, said that there would be too late for any new system to be put into operation in 1979. "We welcome the invitation to meet and discuss new proposals," he added. "We are confident that NUS will be able to put forward a solution which will satisfy the needs of public accountability, but which does not threaten the independence of student unions."

Some 400 delegates are expected to attend an emergency NUS conference at Goldsmiths College, London, tomorrow to discuss the question of the future of the reference and science reference libraries and other critical government proposals. The move by Sheffield University students to postpone any decision until the national conference six days later is successful.

Euro squabble delays mobility debate

by David Jobbins

Plans of an early agreement on the mobility of students within the Common Market were dashed when a major row led to cancellation of a Council of Education Ministers meeting due this week in Brussels. The clash, between the French and Danish, had nothing to do with the issues of the mobility of students. The meeting had been called to examine European Commission proposals for further progress within the general political framework mapped out by the 1976 Treaty. The impasse was caused by the fact that the Danish had attached to the mobility of students a study of the EEC in school curricula, were also virtually certain to be agreed.

No new date has been fixed for the meeting, but it is certain it will not be before the New Year. The Commission is known to be disappointed that the talks should have been so short when the preliminary discussions seemed so

promising. Britain had been enthusiastic about the general drift of the Commission's proposals, and officials say, played a constructive part, showing a concern to develop the programme of cooperation among the Nine.

The rift which proved so inauspicious was particularly acute in nature. Britain was not directly involved. The French held out for a stated legal basis for any Community expenditure, even though the Commission's proposals drew finance only partly from EEC coffers, the rest coming from national budgets. The French wanted the inclusion of references to a particular article of the Treaty of Rome to achieve this end. But the Danes decided at the highest level that increasing Com-

Clash at OU over proposal to limit senate

by Maggie Richards

A new three-tier system of government involving restricted membership of senate is being proposed for the Open University.

The proposals have been welcomed in some quarters as an attempt to change a structure which has become increasingly cumbersome with the vast expansion of the OU over the past nine years. But other observers have challenged them, claiming they represent an attempt by the OU council to curb the powers of senate.

The next meeting of the senate on December 12 will receive a report on reactions to the proposals from various bodies within the university. A meeting of the senate earlier this month agreed to the establishment of a working group to examine further those actions dealing with new participatory mechanisms.

Proposals for restructuring the system of government have come from the university's senate review group, set up a year ago to examine the existing procedures and to look at the relationship between senate and other organs of government and management.

The group's report points out that the senate has grown out of proportion to the size envisaged when the university was established: from 140 members in 1971 to 721 representatives today, and an estimated 900 by the early 1980s. Senate's size is inhibiting decision-making in a variety of ways, the report suggests.

It also points to low attendance figures—averaging out at 28 per cent over 10 meetings—as an indication that senate is losing credibility among academics.

The high costs involved in organising the three ordinary meetings a year is spotlighted. If every member attended overall costs would be in the region of £37,000 per meeting; even under normal circumstances the cost is about £14,000, the report states.

A body constructed by such problems cannot operate efficiently, the report maintains, and it goes on to compare senate's performance with that of the much smaller Open University council.

It acknowledges that friction exists between senate and council, particularly in matters of staffing. Recommending changes to the Open University Charter on this point it says senate has played a more prominent role in this area than was originally envisaged.

The university has accepted that the determination of terms of service for academics as far other staff, is a matter for negotiation between the council as the employer and appropriate trade unions. Procedures now exist for conducting these negotiations. In the case of academic staff the procedure has been working for some time and, we understand, working well.

"There is, therefore, insufficient justification in our view for the senate to continue to have a role of recommending to the council changes in the legal terms of service for academics."

Reform should allow for a smaller senate, comprised mainly of academic staff and numbering less than 100. This would allow the new body to meet eight or nine times a year. No substantial changes are proposed for the council, although the report suggests membership should be widened to include some graduate representatives, a few more students and part-time academic staff. The case for admitting representatives of non-academic staff should also be considered.

To reconcile differences of opinion between the revised senate and the council, the establishment of a joint university board is recommended.

Beneath the two major governing bodies of council and senate a third-level debating forum is proposed. The university community to come together, as a community, to debate matters of current concern and issues of long-term importance.

But this third tier should have real power and not be deluged into a talking shop. Membership of this "Open University Assembly" would be open to all professional staff and would allow for student and part-time staff to be represented.

New Tory spokesman favours local college links

by Judith Judd

Colleges and polytechnics should be encouraged to keep their local and regional links, Mr Mark Carlisle, the Conservative new education spokesman, said last week.

In an interview with *The Times*, Mr Carlisle said he felt some concern that polytechnics had moved away from non-academic and vocational courses to more academic ones.

At the moment he appears to be moving in the direction of those who support the retention of local authority power over higher education. But he emphasises that it is still very much a new boy in education world.

Before the second reading of the Education Bill next week, with its duties giving effect to the Oakes report on the management of higher education, he has some hard thinking to do.

In the past the Conservatives have been seen as supporters of local authority control of higher education. Dr Keith Thompson, their spokesman on higher education, says the polytechnics brought a natural body; but the Conservative-controlled local authorities oppose this.

Mr Carlisle believes his job is to bring unity to the Conservative education committee. "My responsibility is to draw our policy together and to expand it as a coherent whole."

He is 49, a QC, and was educated at Rugby College and Manchester University. He entered the Commons in 1964, and in 1970 became under-secretary at the Home Office. Within two years he became Minister of State.

He describes his political position in the party as "in the centre". He is a member of the Bow Group and the Tory Reform Group. "I believe politics is about capturing the middle ground."

He made his maiden speech in the Commons in favour of the abolition of capital punishment, but last year supported the death penalty for terrorists.

In general, he expects that his education policy will differ little from that of his predecessor, Mr Norman St John Stevas. He is concerned that any change in the examination system should not threaten standards and is opposed to the idea of four-year degree courses which some universities have said will be necessary if N and F levels are introduced.

He said that A levels did not measure creative potential. There was no nationally available A level in drama, no A level equivalent in dance, and music A levels—which were often very theoretical—were frequently discouraged in schools.

Peter Welton, Dean of the Creative Arts Faculty at Crewe and Alsager College of Higher Education, looked at the question of the low priority given to the arts in national life.

"What we must do is produce artists who are prepared to take on the challenge, who will infiltrate the system until they are in positions of authority," he said.

"It could well be that a course which allows a student's full creative potential to develop, which requires him to work with others, to understand the need for compromise, to be assertive, to learn to play minor roles as well as major ones, to be taught skills in dealing with people, to understand the body as a vehicle for expressing ideas... will provide us with properly equipped troops to attack the established institutions who so control our lives."

"Until we do this and do it properly then I'm afraid we must be content with our role as effective tops."



Students from Birmingham staged an out-of-door day of action last Central.

National library given approval

by Patricia Santinelli

Britain's first national library is now a firm part of the Government's programme, with the approval of the first phase of a new building for the library at a cost of £75m.

It was stated by Lord Eccles, the chairman of the British Library, this week by a group of lecturers attending the first conference for the Creative and Performing Arts. It was sponsored jointly by the Council for National Academic Awards and the Gulbenkian Foundation in Stratford upon Avon last week.

Delegates from the CNA, the colleges, arts councils, arts associations and the Department of Education and Science attended the conference. The CNA has now approved seven degree courses focusing on dance, drama, and music and their theory and practice, and the first students will graduate this year.

The call for a change in entry requirements was made by one of the conference workshops. It was not formally ratified at the conference.

Strenuous attempts by the British Library to safeguard the majority of books from the John Evelyn Library, annotated by Evelyn himself, have been successful. The operation meant attending five successive auctions between five and 1979, he had a 20 per cent increase in requests for its international philosophy service, provided by the library.

The Reference Division, which has encountered major difficulties in the past, was mainly through a shortage of staff. The library has shown a dramatic improvement in book delivery time.

On with the dance in performing arts

by Nigao Crenker

Lecturers in the creative and performing arts have called for an increase in the number of "extracurricular" activities in their degree courses.

They want the present 10 per cent quota to be raised to 30 per cent. They argue that A levels are inadequate indicators of potential in the performing arts, and in many cases "relevant" A levels are not taught in schools or pupils are discouraged from taking them.

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BL campaign safeguards John Evelyn library

Great efforts were made to purchase it on bloc, so that it might be returned to Christ Church Oxford, where the books had been on deposit for many years. However, its dispersal could not be checked, and BL—through the encouragement of the Pilgrim Trust—has its own funds—determined to keep together the most important items, especially associated with Evelyn.

These include a large number of the books of Robert Boyle, a close friend of Evelyn's, the works of

great contemporary divines from Lancelot Andrews to Jeremy Taylor, his son's carefully corrected *Parnassus* on Charles II, and his own works—notably a copy of his treatise on engraving, *Sculture* (1662), with his many corrections and additions.

Although Evelyn's famous diary has been edited by Dr Edmund Spenser and his library studied in depth by Sir Geoffrey Keynes, the annotations await research. This is now being undertaken by Dr Michael Hunter of Birkbeck College.

CALL FOR PAPERS
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JULY 4-7, 1979
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A 200-300 word abstract must be received by 1 February, 1979. Authors will be notified by 1 March, 1979. Papers accepted must be received by 1 April, 1979, for printing and distribution to participants.

Send abstracts and inquiries to: Improving University Teaching, University of Maryland University College, University Boulevard at Adelphi Road, College Park, Maryland 20742.

RESEARCH

Now it's that 'Friday feeling'

by Ngalo Cregier
That Monday morning feeling, which used to produce a high degree of absenteeism in the work force, has now been replaced by days off at the end of the week, according to research conducted at Edinburgh University.

Dr Hilde Behrend, professor of Industrial Relations in the department of Business Studies at Edinburgh, looks at the problems of absenteeism in *How to Absenteeism from Work: from How to Absenteeism from Work*, published by the Institute of Personnel Management.

Professor Behrend argues that one of the major obstacles to regular monitoring of absences has been the lack of suitable records at plant level. The information needed could be extracted from records compiled for other purposes only at great cost, and delays would mean

that the evidence and findings would come too late to be useful. She says advance planning is essential for tackling the problem, and has developed an individual absence record form for monitoring absences and for computer analysis.

Professor Behrend noticed considerable changes in the pattern of absences since the early postwar period, drawing an evidence provided by Scottish industry.

She found that the proportion of days lost by absenteeism one or two days a week has increased since 1969. The dominant factor in the rise of the 1960s and the early 1970s was certified absences, that is, absences of three days or more.

The higher incidence of one day absences in the earlier period produced a marked "Blue Monday" absence pattern, with days lost declining in the course of the week.

But the pattern which now predominates is a "sickness" absence pattern where the number of days lost tends to increase slightly towards the end of the week.

Sir Monty Flinniston, chairman of the Scottish Business School, writes in the introduction to the study: "If Professor Behrend's call for more information on, and study of, absenteeism from work is answered, using the comparatively simple techniques which she recommends, and if proper regard is then paid to determining the subtle underlying reasons for these absences in these areas where it is most damaging to the operations of a company, perhaps one further deficiency in our current of industry will be removed."

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Keep the home fires burning

by Robin McKie, Science Correspondent

Tonight in a proposed housing scheme which is to be heated by alternative energy sources are to be the subjects of a sociological research study to be carried out by Hull College of Higher Education. The alternative technology group there is to study the life styles of residents in the 32-house scheme which is to be built at Bransholme Estate, Hull.

The houses are to be provided with 75 per cent of their heat from a 130-kilowatt windmill and the remainder will come from a low-output coal burner being specially developed for the project by the National Coal Board.

The research brief will be to investigate the difficulties involved in living in a house to be heated by alternative energy. Problems will involve the use of overnight shutters to minimize heat leakage and timetables to maximize the most efficient use of heated water.

Dr David Hodges, a physicist attached to the project, said the group would also be involved in giving advice to the tenants on how to set up a housing community council which would run the scheme. Once the three-year research project had ended, the group would also be involved in the selection of tenants. "We want to select people who are not too keen. It is no use having people that would just sit on their hands and just keep down heating bills. We need fairly active sorts of tenants for this."

Dr Hodges said the project was important in the future design of housing to be heated by solar or wind power. "These houses seem very futuristic at the moment but we reckon that in about 20 years they could become economically viable," he added.

A major application for the technical aspects of the project has been submitted to the energy technology support unit at Heston, but the Hull group stress that the social and technological aspects are to be considered as equally important.

The go-ahead for the construction of the scheme has still to be given by the Department of the Environment but it is expected that the houses will be built by 1981.



Early type of solar heating coil—rubber hose.

Casual approach to medicines at home revealed in survey

Disturbing statistics showing that only 14 homes in a survey of 111 possessed a lockable medicine cabinet, and less than 1 per cent of medicines being kept in a child-resistant container, have emerged from a project at Brighton Polytechnic.

The survey, by Dr John Morris, Mr John Talman, and two students, is a good example of the polytechnic's involvement in immediate social problems. It recently won the Chemist and Druggist Medal and Award for the best paper in the practice research section at the British Pharmaceutical conference at Warwick University.

The survey revealed that 50 per cent of all medicines in the home were not in current use, and some 40 per cent of unused medicines were out of date. Moreover, patients were inured of the best way of disposing of the latter.

It was also found that one quarter of medicines did not carry clear directions for use and many patients had forgotten the prescribed instructions. In a number of cases medicines had been transferred to unsuitable containers, while some were being used by patients for whom the medicines had not been prescribed.

Problems of growing old are neglected by universities

by Peter David

British researchers are neglecting the problems of aging, and have fallen far behind the work being done in the United States by university institutes of social gerontology, according to a report by Dr Mark Abrams, director of the Age Concern research unit.

Dr Abrams says that although universities and polytechnics are responsible for half of the 160 projects under way on aging, academic research in this field is not widespread. At 18 out of 20 of 46 universities no social research on the aging is in hand.

At another 13 universities, including some of the largest, only one project is being undertaken. Only the Universities of London, Manchester, Exeter, Swansea, Leeds and Birmingham have an extensive interest in the problem.

Nearly one-third of all research projects on aging were financed by local government, and nearly one-quarter by central Government, the report claims. Only 5 per cent were funded by the Social Science Research Council, and half of these were grants to research students working on non-topical subjects.

The total funds provided by the SSRC amounted to considerably less than its single grant for the study of one of the 1974 general elections.

Dr Abrams claims there is a serious mismatch between research activities and the needs of the elderly. A high proportion of research is concerned with institutional housing although no more than 3 per cent of people of pensionable age live in sheltered or residential homes.

All projects deal with day hospitals or day care centres, which have been seen as the lynch-pins of the community care strategy favoured by the Government.

Several major areas of age research are relatively neglected, the report says. These differences in life expectancy deserve more attention, as do the merits of the different retirement programmes now in existence.

But "the most striking and important gap" in British social gerontology is the absence of any longitudinal research concerned with the aging rather than simply with the aged.

Cherry cake clue to plastic recycling

by John O'Leary

Researchers at Aston University are examining new ways of recycling plastic waste which would enable the packaging for food containers and wrapping film to be used over and over again.

It is estimated that two and a half million tons of plastics are used each year in Britain alone. Successful recycling could mean the saving of a substantial proportion of this valuable resource.

The work is being carried out under the leadership of Professor Gerald Scott, professor of chemistry and head of the Aston Polymer Research School. The Chemicals and Minerals Requirements Board of the Department of Industry has provided a three-year £48,000 grant for the research.

Professor Scott said: "It is already possible to recycle some high grade polymers used in industry. But the business of reprocessing ordinary plastic rubbish—from industry for example—is not cost effective because reprocessors would have to carefully sort out the good material from the bad."

He said that low-grade plastics, when recycled, are brittle, and others are quickly degraded by the chemical effects of sunlight.

"Problems also exist in overcoming inherent incompatibilities of different types of polymers. It can almost be likened to the mixing of a cherry cake, where the introduction of the second phase, the cherries, effectively weakens the integrity between the basic ingredients of fruit and flour."

"Considerable progress has already been made in overcoming these fundamental problems, and further developments will include the use of additives to improve the mechanical behaviour of mixed plastics. These would effectively convert recycled polymers into a tough engineering material, rather like turning the fruit cake into a bread loaf," he said.

The research is being carried out as a joint project under the direction of Dr Philip Day, a lecturer in chemistry, who is also supervising by Mr Akbar Khan, a research student in the polymer department. They hope that their work will provide crucial information about the danger of radioactive pollution of the seas.

Although most waste products from the plant are stored in tanks, a three-mile pipe off Seacote takes some liquid left-overs out to sea. Some is taken up by seaweed, which is harvested and made into lawns. In Wales, and it is also contracted by shellfish, such as mussels, they are placed in tanks among small racks, with artificial light simulating day and night, and a system of pipes and time clock providing tides.

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What the employers want in the way of qualifications

Selection methods used by employers to recruit young people are to be investigated by the University of Hull's department of social administration with funds of over £30,000 from the Department of Employment.

The practical aim of the project, to be undertaken by Mr Brian Showler, will be to establish, on the basis of local labour market analysis in Hull and Huddersfield, the extent and characteristics of the methods used by employers to select young people up to the age of 25 and the implications these may have for their employment.

The potential criteria for selection will include age, educational qualifications, previous employment and unemployment experience, aptitudes, attitudes and other personal factors.

Mr Showler will examine the extent to which selection criteria vary over the economic cycle and between different local labour market conditions, as well as the degree of formalization and articulation of recruitment and selection procedures. He will also investigate the extent to which employers use job and aptitude tests, and the nature of the differences in selection criteria between different levels and types of jobs, and between males and females, school leavers and other young people.

The study will be based on interviews with a sample of employers and a number of case studies of employers as well as an interview survey of school leavers and other young people recently employed by employers. This will include a sample of unemployed young people and a comparative sample of unemployed school leavers and young people in the Hull and Huddersfield "travel to work" areas.

Swimming in alcohol

Life seems to be looking up for the trout. Already happily cosseted in cosy fish farms spread round the country, the lucky fish are now to be provided with food that has a special, and distinctly pleasurable flavour—whisky!

This fairly bizarre notion is the outcome of research being carried out at the New University of Ulster where researchers have developed a special micro-organism which will convert whisky distillery waste into protein. The project, being carried out at the school of biological and environmental studies, has finished its

Inhalatory trials and a pilot industrial plant is to be set up at the nearby Old Bushmills distillery.

Once the protein is produced in significant amounts, another project will be set up to investigate the nutritional potential of the material. This will involve using the protein to feed rainbow trout which require high protein diets although not in large amounts.

The pilot plant should be ready for use in about a year and the full results of the project could be expected in about three years. A grant of £140,000 has been provided by the Wulfsun Foundation for the construction of the plant.

The 63-year-old president of MIT went on to list a host of other projects by both Congress and by elements of the Executive. He mentioned for example the "arbitrary

North American News

Teacher centres launched

Cont Clive Cookson

WASHINGTON
The first Federal funds to set up teacher centres have been distributed during the autumn. The centres involved are relatively small: 22 will be handed out to 60 institutions in 1978, and Congress has appropriated \$12.65m for 1979.

But the fact that the national teacher centre programme has got off the ground at last is seen as a victory for the organized teaching profession—represented by the National Education Association (NEA) and American Federation of Teachers (AFT)—and a potential threat to teacher training colleges and university schools of education, which could lose some of their business.

The strong influence of the AFT and NEA on the programme worries people who are suspicious of unions, and in particular those who feel that the organized teaching profession is undermining the power of lay school boards and parents in American public education. For their part, the unions say the new programme is the first to give teachers the opportunity to shape their own in-service training, which has until now been dominated by school administrators and institutions of higher education.

The American Association of Colleges for Teacher Education is disturbed by the failure to define the role of teacher centres in the United States and to clarify the relationship between their activities and in-service and masters degree programmes run by schools of education.

The association's director of government relations, David Imig, said member institutions would ideally like the centres to confine themselves to helping teachers deal with local problems in specific schools, leaving the more general issues to higher education.

Mr Imig said it would have been better for the Government to have

institutions of higher education (5), the whole point of the new centres is that they should be run by active classroom teachers for their own benefit.

Indeed the unions lobbied hard and successfully to have teacher control written into the regulations for the new centres. Classroom teachers formed a majority on the panels that reviewed the grant proposals, and they will constitute a majority on the policy board that controls each centre.

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More research will boost economy' call to Carter

James Wiesner, president of the Massachusetts Institute of Technology, has made a widely publicised plea to the Federal Government to increase the research capabilities of the country's universities.

In a long address to the annual meeting of the National Council of University Research Administrators, Dr Wiesner listed many damaging actions by Congress and the executive administration, whose cumulative effect was a "crisis" that would see the effectiveness of the nation's research universities seriously curtailed or a time when it would need to be enhanced.

The United States' "intense and complex economic problems"—noted by his trade deficit and its struggle to keep ahead of Japan and Europe—were a direct result of "years of neglect" for a new level of university research, Dr Wiesner said.

"Taking electronics as an example," he said the United States' traditional lead in the field was threatened by a \$382 million Japanese "orchestrated by the Japanese Government" to develop and exploit the next generation of electronic chips before the Americans.

"Recent discussions I have had with leaders of the American electronics industry indicate that the United States is in a position to be severely limited in manpower capabilities to develop the new technologies," warned Dr Wiesner, who was President Kennedy's science adviser.

He listed the long-term trends threatening American scientific capabilities, including:

• A shift away from basic research to applied and mission-oriented research;

• Universities' laboratory equipment becoming obsolete. "I estimate the present scientific equipment deficit in our universities to be of the order of \$150 million to \$200 million, and growing."

• An increasingly inadequate reservoir of young scientists and engineers in research funding from year to year.

The 63-year-old president of MIT went on to list a host of other projects by both Congress and by elements of the Executive. He mentioned for example the "arbitrary

limit" of \$47,500 a year which Congress recently placed on the salaries of faculty members who receive support from the National Science Foundation.

"What this means is that Congress is limiting the reimbursement of salaries of the best faculty, the stars, the Nobel prize winners, those people who make our institutions great. Universities will have to make up the difference, starting with an already substantial impact, and that's only the beginning."

But Dr Wiesner focused most of his wrath on the proposals of President Carter's Office of Management and Budget to change the accounting principles and regulations for the direct and indirect costs of research (THES, April 28).

Circular A-21, as the proposals are known, would substantially weaken universities' research capabilities, he maintained, not only by depriving them of millions of dollars worth of Federal support but also by imposing additional administrative burdens.

For instance, the proposed revisions "insist that when research costs are determined, students must be regarded solely, and narrowly, as learners and not as research assistants. This position is in complete contradiction, of course, with the reality of the situation..."

But Dr Wiesner's fundamental objection to the new A-21 proposals was philosophical: "They move in the direction of viewing universities in the same manner as commercial organizations and away from the concept of a partnership between the universities and the federal government. In short, the proposed revisions would move us closer to the concept that universities are simply vendors and vendors are essentially indistinguishable from industrial or commercial organizations—from which the Federal Government can procure services."

Ifa concluded by appealing to President Carter and his Administration to launch a broad review of relations between the Federal Government and research universities has been completed.

started an experimental teacher centre programme, deliberately funding alternative types of centre and evaluating their effectiveness. But, in fact, under pressure from the teachers' unions, individual centres have been left free to follow their own inclinations without evaluation, so that, as the NEA puts it, "A teacher centre can be whatever teachers want it to be."

About 90 per cent of the federally-funded centres are associated with colleges and universities which will provide educational experts to help the teachers improve their classroom techniques and experiment with new curricula.

The proposal for a New York City teacher centre, which won the highest grant in this year's contest (\$870,000) was put together by the United Federation of Teachers, the New York arm of the AFT.

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Appeals court ruling in sex bias case overturned

To the general relief of American academic administrators, the Supreme Court has nullified a controversial appeals court ruling that a state college in New Hampshire discriminated against a woman faculty member by twice refusing to promote her to full professor.

The American Council on Education, which submitted a "friend of the court" brief on behalf of Keene State College, argued that "the independence and integrity of the academic enterprise... on which the survival of our political system depends, is gravely threatened by the judgments of the US Court of Appeals for the first circuit, and the district court below it, against the college."

These two lower courts found that Keene State was guilty of illegal sex discrimination against Christine Sweeney, an associate professor of education whose request for promotion was turned down twice (by all-male review panels) before being granted in 1976. They ordered the liberal arts college to backdate her promotion and give her back pay.

The ACE, the United States' biggest and most comprehensive higher education association, made it clear that it was not interested in the details of whether or not Dr Sweeney was unlawfully denied promotion, but was intervening to protect the principle that the academic decision-making process should be immune from judicial interference.

The Supreme Court came down in favour of Keene State only by the narrowest possible 5 to 4 margin. Although the ruling was couched in somewhat complex legal language, it effectively sent the case back to the Appeals Court for reconsideration, with instructions to judge the

college by a less harsh standard. The five justices in the majority said the Appeals Court had put too heavy a burden on Keene State by asking it to "prove absence of discrimination." An employer accused of violating a civil rights law need only "articulate some legitimate, nondiscriminatory reason" for his conduct, they said.

The four dissenting justices, who wanted to uphold the Appeals Court finding in favour of Dr Sweeney, released a contrary opinion, accusing their five colleagues of drawing a "false distinction... for the first time in this case" between the words "articulate" and "prove."

The first circuit court said Keene State had presented "informative" evidence to show it was not guilty of discrimination, but not enough to dispel the inference of discrimination established by Dr Sweeney. She maintained that there was a general pattern of discrimination against women at the college in hiring, promotion and salaries.

If the Supreme Court had ruled the other way and forced academic institutions to prove non-discrimination, "monumental problems would have been posed for colleges and universities," the ACE said, because the entire peer review process would have to be reconstructed in court, and the court pointed out, "as the college case population in this nation declines and as the number of unemployed or underemployed PhDs increases, litigation over employment decisions of institutions of higher education can be expected to increase."

The Keene State v Sweeney decision backs up the Supreme Court ruling earlier this year against Charlotte Horowitz (THES, March 17), which left universities free to dismiss students for academic reasons without a hearing.

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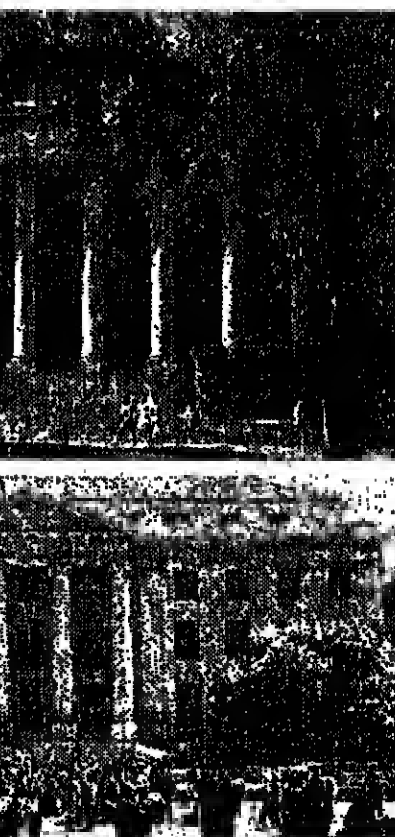
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Berkeley (top picture) and Harvard (above), two of the 10 "leading" universities, according to a survey of academics.

greatest influence nationally, they produced completely different lists when asked to name the main sources of influence on their own institution.

Not surprisingly, perhaps, liberal arts colleges and community colleges named other community colleges. Even comprehensive universities tended to list similar, relatively humble universities rather than the great research universities.

from Uli Schnetzer

from scheme

Thus, the decision of the ZVS is not the result of a drastic fall in the number of applicants, although they have dropped, slightly, for some of the courses.

Tough line on

in the foreseeable future, was envisaged in a statement by Mr S. C. M. Naude, director of education in the department, at a recent symposium.

a deal for part

has been an explosion of volunteers who, seeing the campus did not function, stood in as librarians, loc-

Steady rise in

Steady rise in drug addiction

An anti-drug drive is to be launched on Mexican campuses, although the exact date for this is as yet

On 12th July 1971, a member of the Bogside Defence Committee was seriously injured by a bomb thrown into a lecture in a lecture theatre. On 13th July 1971, a firebomb damaged a building in the centre of Belfast which is used as a theatre for the Faculty of Art and Design. The polytechnic wants to confer

the polytechnic wants to control the positive part it can play in the recovery from the last nine years of The Troubles. The student union, says the politics of the men of

A number of students come from the Republic, but very few travel from the water, possibly deterred by the cost of Ulster life.

ity, he feels, is however "We have had absolutely no interference in anything," he considered academic."

The polytechnic's budget by 4 1/2 per cent in 1978-79 to a 1 1/2 per cent growth.

The polytechnic has a unique position resulting from its funding through the Department of Education and Science, the Department of Health and Social Security, the Department of the Environment and the Department of Transport.

A further response to the community is illustrated by the health

far from unhealthy. But absolutely, no which could remotely ho says.

It is planned to grow and looks forward in 1979-80, followed there are month

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in the enclosed space of incubators. The faculty of science has staff working in the hospital to find a definitive test used to detect cystic fibrosis, both carriers and carriers. Work is also being done in collaboration with the Department of Agriculture on fungicide, glaciator and

the polytechnic offers a number of ten-
week courses each year, enabling senior
students to take three months off and ex-

As one senior administrator said, "We had over the past eight years a happy and contented student body. Now what they are getting educationally, financially, of courses, and employment prospects is not good."

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Maggie Richards reports on a unique experiment involving unemployed teenagers

Keeping Ulster's 5-Us out of the dole queue

The slogans daubed on a wall opposite Brooke Park Youth Centre in Londonderry are inequivalent: "Provos rule," "Brits Out," "Irish rule." They provide a bitter reminder of the tensions that haunt Northern Ireland, and of the underlying problems of unemployment and disadvantage which have dogged the province for generations.

But at Brooke Park an effort is being made to counter the effects of these problems. For the past 20 months the centre has been involved in a unique educational experiment which has proved so successful that it is now being extended to other parts of Ulster.

The scheme, entitled Youthways, was established as a pilot project in January, 1977, in two areas—Brooke Park in Londonderry, and at a youth centre in Craigavon. It was designed to attract jobs-seeking teenagers aged 16 to 19, who were unemployed and disadvantaged, from other work programmes in its target group—the very bottom of the academic heap, in Ulster terminology they have been dubbed the "5-U" group: unqualified, untrained, unemployed, unmotivated and unwanted by the rest of society.

After almost two years the scheme in the two centres is judged to have been an outstanding success in motivating participants to seek jobs or to undertake further educational opportunities, and, crucially, in reasserting their self-esteem.

It may also come to be regarded as a significant development in the trend towards more informal approaches in the further education sector, and hold important lessons for secondary schools on ways of meeting the needs of lower ability pupils in their final years of compulsory education.

Before Youthways began at the two centres, preliminary studies were carried out to assess the type of participants the scheme needed to reach. The research revealed a group of jobs-seekers, some literate and increasingly resentful young people who had escaped the mainstream educational and job opportunities provision and were existing in a twilight world made up principally of immediate family and a few close friends.

These were likely to qualify for the scheme had they left school without any formal qualifications and been persistent non-attenders during their final year. Most would have failed to find work or been unable to obtain permanent employment. Many would find it difficult to approach the category of unemployable, the study concluded.

Youthways would aim to entice these youngsters on to 14-week courses in informal surroundings in their own locality. Programmes would be designed to offer students an insight into a variety of working environments and to introduce them to the possibility of continuing their education. But the principal object of the scheme would be to boost their self-confidence and help them relate more positively to society.

Londonderry, where the unemployment rate dropped only recently to 19 per cent, was considered a prime site for a pilot project. Craigavon, with a rather better employment record—though still poor by general Ulster standards—would provide an interesting contrast, it was envisaged.

Essentially, the original curriculum format has changed little since the inception of the project, though the length of the course has been extended by several weeks in several of the newer schemes.

Participants are placed on an informal basis, and emphasis is placed on the development of a collective identity within the group.

Phase Two, held at a youth centre rather than in an educational institution to preserve the informal atmosphere, consists of an intensive job sampling exercise. Each Youthways participant is offered the opportunity to experience six different types of employment, ranging from social and community service to clerical and factory work.

Having completed the initial sampling, each young person is invited to select two sectors for more concentrated periods of job experience during Phase Three.

As the final weeks of the course approach, the Youthways group embarks on another residential period—this time involving a range of leisure activities and designed to broaden knowledge of recreation and pursuits and to instil confidence when tackling new situations.

Apart from the two residential elements of the course, time is divided into periods spent on job placement and sessions at the youth centre where special attention is placed on character development and confidence building. In the final phase time is allotted for specific projects to be conducted by the individual or by the group, and oriented towards work or the community.

For the pilot projects, Youthways candidates were identified by the local employment service and invited to participate by the scheme's tutors, but its links with other agencies have been forged, referrals have come from other social and welfare organizations. Once a candidate has indicated a willingness to take part in the scheme, a follow-up approach is made to explain the project to parents.

Originally four tutors of each of the two pilot schemes supervised groups of no more than 20 young people. Recent transfer of the scheme from the youth service to further education has led to the allocation of three tutors for each group, back-up resources being supplied by the colleges.

Brooke Park's present course boasts 19 participants. Tutor in charge at the centre is Mr John Danahy who came to Youthways after a period of working with alcoholics, views on unemployment and reliance on social security as yet another form of dependence, as equally debilitating to the individual as addiction to drink.

According to Youthways, have already become totally submissive to authority, and he sees his task as being a highly delicate one: to act in a supportive manner while encouraging scheme participants to become independent, and to resist the temptation to become over-protective or authoritarian.

At Brooke Park considerable emphasis is placed on group discussion and later reaction between Youthways participants and tutors, nurtured carefully to the first residential week of the course. A member of the group is constantly urged to "take life seriously" and required to examine his or her own personal role in relation to the other participants.

The progress of Youthways' two pilot projects has been faithfully monitored from the beginning by a unit of the Central Economic Services, based at the Northern Ireland Department of Finance.

An early report on the first 50 young people to complete the scheme in Londonderry and Craigavon, suggested Youthways had greatly assisted them in finding work or continuing their education, and a more recent study, yet to be published, confirms this view.

The preliminary survey also revealed an incredible statistic—an attendance rate of 90 per cent, which was compared to the previous school attendance records.

Among the Youthways group, 26 per cent were classified as jobs-seekers, while in the comparison group 43 per cent were out of work.

In job-seeking activities, Youthways participants also performed better, and proved more determined than prior to embarking on the scheme. Of those who had applied

for jobs, two-thirds had obtained interviews and 15 per cent had a post pending.

They have also looked further afield than before—obtaining work in the public services, craft areas and with the social services; all sectors untouched by the non-Youthways group.

Agreeing to obtain a glowing reference report, Youthways in Londonderry has made a considerable impression on local employers.

From the outset the importance of liaison with local industry was realized, and advisory panels consisting of employers, trade unionists and education officials were established for both pilot projects. Perhaps, too, the Londonderry scheme was fortunate in obtaining the support of Mr James Donohy—not only a major employer but also chairman of the region's education and library board (the Northern Ireland equivalent of the L.E.A. education committee).

But he is not the only representative of industry to be enthusiastic about the scheme. At the small firm of Ulster Ceramics, Mr Hilton Robinson has employed several former Youthways participants. He argues that the scheme benefits both employer and prospective employee, giving both an opportunity to obtain some insight into each other.

The relationship between industry and the scheme has not had a totally smooth passage. In one or two isolated incidents exploitation was suspected, and participation was hurriedly withdrawn. On other occasions trade unions have objected, insisting that the scheme threatened their position.

Despite overcoming tooting troubles it is generally accepted that Youthways has yet to be perfected. A certain unease exists over the value of transferring the scheme out of the jurisdiction of the youth service and into the more formal structures of the further education sector.

For the future there is the intricate question, posed in the latest research report, of whether Youthways is fulfilling its original objective of reaching the most severely disadvantaged young people—or whether there is yet another area which the scheme has failed to reach.

One of the most avidly interested spectators watching the progress of Youthways has been Lord Melchett, Minister of State for Northern Ireland, whose brief encompasses the province's education service.

He is convinced the new links with further education will benefit the programme in the long term, encouraging more young people to continue their education and allowing for greater expansion of the Youthways project through the availability of additional resources.

Freeing the youth service for other non-educational tasks may, he suggests, also help capture the young people who have fallen through the net of the Youthways project. For through the Youthways, he has more than the answer may lie in more widespread provision of "drop-in" centres, informal coffee-bar style youth establishments which have been developed in Ulster.

Lord Melchett is also concerned that some of the experience gleaned from the Youthways project should be related to the schools sector, particularly when attendance is made to combat high non-attendance rates.

To criticism that Youthways is raising expectations without being able to fulfil them in job terms, he replies: "Nobody pretends the scheme is going to change the world—there is still going to be high unemployment. But we have to ask what other effects the scheme has had—are these young people now involved in other recreational activities and are they better at understanding and communicating with society?"

"I have been pleasantly surprised by the extent to which Youthways has managed to persuade young people to become involved, as well as being impressed by the number who have acquired jobs."

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Caught in Britain's own bureaucratic trap

The plight of black Zimbabweans wanting to continue their studies discussed by Peter O'Neill

Hundreds of young black Zimbabweans in Britain, frightened to return to Zimbabwe until a settlement is reached, have been caught in a complex web of Home Office regulations leaving many of them penniless and most with an uncertain future.

According to officials in various voluntary agencies trying to help them, the Zimbabweans have no security of stay. Not while the Home Office continues to deny them the right to return home. This means they can be asked to leave Britain, possibly to face service in the Rhodesian army, arbitrary arrest, torture, harassment and sometimes execution.

Because of their unclear status, officials of a government official here could decide that they should be deported in spite of the individual saying it was not safe for him or her to return to Zimbabwe or that they were frightened to do so.

The officials in the various agencies preferred not to be named nor details of their case histories made public for fear of jeopardizing Zimbabweans here in dealings with the Home Office, or authorities in Zimbabwe. These officials say that the Zimbabweans are the direct or indirect victims of a war and are fleeing with purses of an illegal regime in Salisbury. They also maintain that they are the direct responsibility of the British Government because they support its case against the regime.

About 500 Zimbabweans here are in a difficult position of an extremely complex legal situation involving both law and UN Conventions on refugee status which leaves them in limbo. This is because the Home Office does not consider them refugees at all, but British passport holders from a Commonwealth country. According to the Home Office, therefore, they fall under the 1971 Immigration Act and rules in Commonwealth Citizens.

The result of this policy, according to one senior agency official is that "We are facing increasing problems, particularly with black ship scheme is currently under review. It is a clear and new statement of policy by the Government

so these people have security until there is a settlement."

This is the general view of voluntary organizations involved, such as the International University Exchange Fund, World University Service, United Kingdom Immigrants Advice Service and the Joint Council for the Welfare of Immigrants, agency workers said.

The problem dates back really to October, 1975. Since 1966, after Rhodesia UDI, there had been small but regular flows of Zimbabweans arriving here, mainly to study with either their own funds from relatives or help from the British Overseas Development Ministry (ODM). The ODM's record for such assistance is good. But ODM really stepped up its scholarship scheme when the flow increased to hundreds a year in 1974. This year the scheme is running at between £3m to £4m in Britain. In 1977 there were 637 new awards. ODM also gives assistance to Zimbabweans abroad in certain cases.

Then, in October 1975, the Home Office issued a statement which made special arrangements for "Rhodesian Africans" who arrived before that month without appropriate arrangements for study and their maintenance. They were allowed to stay "exceptionally". They have had relatively few problems in pursuing courses and then competing for jobs because few restrictions have been imposed on them.

Not those arriving after that date have been classed solely under immigration rules. Home Office policy states they must show they already have places in approved educational institutions, arrangements for fees and maintenance grants before setting out for Britain and that they intend to leave the United Kingdom at the end of their course.

Those who wish to come to work must have already arranged a job and obtained a work permit issued by the Department of Employment before coming here.

What has happened to the 500 or so in difficulty now is that some have finished their studies and therefore no longer have the right to stay. However, they fear to return, but they have no right to work to maintain themselves because of immigration rules.

Others have qualified for places to continue their higher studies but are unable to raise the finance, because though the DM scholarship scheme is generous, demand is much greater than supply. They also have no right to work, even just to make ends meet. The re-



Not allowed to stay and they don't want to go home.

mainder arrived in Britain too late in the year to get places on courses and can neither study nor work as of right, nor stay here as of right.

If they had been classed as refugees and not students they would have had less of the restrictions previously mentioned as immigrants. Indeed, voluntary agencies maintain that British Government have actually been sent out. The Home Office still continues to regard them solely as immigrant students, here for a limited time.

A Home Office spokesman confirmed the legal position but disputed numbers involved. The Home Office said it does not keep specific numbers for the various categories of cases, so could not give precise figures. The spokesman said that students in difficulty here were given six to 12 months' extensions after their visas although again could not say if this was general or how many were involved.

Further, he said, if students' needed work they were allowed to seek a job. They were not actually

these have come to Britain as draft-dodgers and have received sympathetic consideration. Processing their settlement now is routine.

Those of the Black Zimbabweans here who could now be called upon if they were sent back, are not allowed to claim they are draft-dodgers because no call-up papers have actually been sent out. The Home Office still continues to regard them solely as immigrant students, here for a limited time.

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Further, he said, if students' needed work they were allowed to seek a job. They were not actually

given work permits, but they were given leave to work. They also said they did try to be sympathetic. Agency workers confirmed that often the rules were bent by Home Office officials to help people but this was still far from a clear general policy.

The agency officials said that while it was true people were sometimes given restricted leave to work by the Home Office there were still hurdles to surmount because of their immigration status in terms of the Department of Employment regulations and the job market.

However, the Home Office spokesman said this general area of work was the responsibility of the Department of Employment and not the Home Office. The agency workers believe for more positive help is required from the Home Office.

A Zimbabwean who has no student grant and no job also has great difficulty in getting social security because they do not meet the "normal requirements". "This means a lot of people are hanging around with no money and nothing to do and that's no good for them or society," one agency official said.

Even worse, some black Zimbabweans have moved completely outside the law and the various appeal procedures by going underground through sheer desperation at the uncertainty of their future. According to agency workers another problem is emerging of black Zimbabweans now arriving at ports to gain entry. They said there was a growing number of refusals of entry by port officers on grounds of the individual not fulfilling the strict immigration requirements. The Home Office said they were not aware of such an increase in refusals.

What disturbs some agency workers is that British policy is going to make Zimbabweans here hostile to the British government when they do eventually return home after a settlement. They also predict that the real injustices of the Zimbabwean predicament will be shown up if the settlement is not favourable to Rhodesian whites.

"These are the people who have defied the British Government since UDI, have maintained a blatantly racist regime and flouted their opposition to sanctions. But they will then move the right to come here in their tens of thousands, many of them claiming entitlement through their British ancestry. In fact there are probably more whites coming here now than black Zimbabweans claiming protection," one agency worker said.

The author is associate editor of Third World Media.

Mind bender to go straight

The first thing to appreciate about Professor John Taylor, that former of the psychic movement, is that he is an outstandingly intelligent man, you understand, in the sense that he seeks to acquire and possess the good things in life—but in the philosophical meaning of the word which stresses that all phenomena are explicable in material and physical terms.

It means that when Dr Taylor, professor of mathematics at King's College London, first came up against the psychic movement, he was not a spiritualist but a materialist. He was not a spiritualist but a materialist.

And not only did Superstitions endure him to his publishers, it also earned him a place in the affections of psychic believers. He was even named Scientist of the Year by the Psychic News.

It is questionable whether that event marked Taylor's determination to follow through the issues raised in Superstitions to a more respectable point of view—but certainly since then he has worked diligently on rigorous tests on people who claim to have paranormal powers. This endeavour achieved fruition in a recent issue of Nature when Taylor published a paper which indicated that no longer believes in the possibility of the paranormal.

This time, Professor Taylor—perhaps a little more than a decade ago—was a simple experimental technique outlined in Superstitions—used a battery of sophisticated devices including electromagnetic induction, video-tape recording and skin electrode—radiation by the brain appear completely impossible," he said in his 1975 book, Superstitions.

The book was not exactly well

received in serious scientific circles. One reviewer described it as "a Sunday colour supplement"—which didn't stop it following Taylor's previous book, Black Holes—the End of the Universe? into the top 10 of best-sellers.

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out an people who claimed powers of mental bending, levitation, telekinesis and psychic healing.

Under the most severe conditions, not a single paranormal event was observed and there was no evidence of any electromagnetic radiation. Dowsing could be explained as subconscious muscular twitches, faith healing was a purely psychological event and there was no sign of any of the infamous spoon-bending or telekinesis, the researchers state in the article.

Professor Taylor denied he has recanted his original views—subsequent experiments had merely failed to support a hypothesis suggested as a consequence of earlier, less sophisticated research. However, he did admit he was perhaps a little premature in suggesting the electromagnetic theory. But he added: "Many physicists publish papers that are found to be wrong later. They are not necessarily fools because they attempted to understand things."

The exercise had also been useful because it forced him to act as an experimenter in a way that he had not done before. However, there is a little doubt that Professor Taylor is a slightly chastened man after his experiences in dealing with science popularization and his dabblings with the paranormal.

After a long involvement in science journalism, which included writing for the New Scientist, Science Journal, Frontiers of Science, and a science phone-in show, and producing popular science books, he seems set on a full-time return to his studies in quantum physics.

Professor Taylor studied mathe-



Dr Taylor's powers were a challenge.

matics at Cambridge, gained a PhD in pure mathematics and then worked on nuclear physics at Princeton. He later took a post at Southampton University before becoming professor of mathematics at King's College.

He quotes his father, a chemist, as a great influence on his life. His father's philosophical leanings led him to an interest in the problems of the mind. He ran a conference in Trieste on mathematical theories of neural networks and later produced a book, The Shape of Minds to Come in which he tried to distill the most interesting developments in recent brain research. It was while working in this field that he first came across the problems raised by people who seemed to have paranormal powers. To what extent was the mind free of the body, he wondered.

But in the meantime, he had been appointed professor of physics at Southampton University where he began work on particle physics and

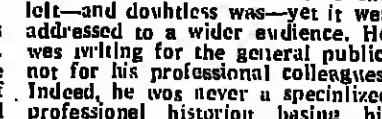
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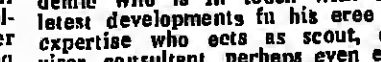
Again, improvements in what is described



see nothing save:
The list-to-light ghasts, gray malled.
As you see the grey river mist
Hold slopes on the yonder bank:
But to us as we read, they take
form, colour, passion, thought.
Trevelyn was capable on occasion
of inverting this statement. "The
poetry of history lies in the quasi-
pitifulness of fact that goes unrecor-

The author is professor of World
College, Oxford.

within the proper domain of scholarly publishing". And another American, Bowen, said of American



constantly search for works of high scholarship, hence the importance of the academic readers who check the

brokers and house editors in creating and developing new fields of scholarship. There were several

The symbiotic relationship between author and publisher is complex one but, generally speaking, from this survey it would seem that most academic authors and their scholarly publishers have more positive cooperation than com-

The author is a reader in sociology at the University of Sheffield.

of war exists here ready to erupt, troops in great quantities have been stationed here for many years. Vast arsenals, programmed for action, are to be found here and, as Alvaro Myrdal has pointed out, a conflict between the superpowers breaking out in another part of the world may easily spill over into the European theatre, even though there may be real reason for war here. President Kekkonen has warned us of the danger of the "Europeanisation of a nuclear war."

Third is therefore my reason for setting up a European fund for setting

The author is leader of the Swedish Democratic Party and was Prime Minister of Sweden between 1969-75. This article is on a speech to the Congress of Social Democrats last August.

Few writers of scholarly monographs expect to make much money from the sale of their books. Authors are almost wholly academics or research workers.

search students at Oxford, Cambridge and perhaps London may well find it easier to link up with publishers through scholarly brokers at a comparatively early point in their work. Two authors in the

on to the bandwagon of those days. Happily for scholarship, though not for some publicist log staff who got laid off after the boom, this scramble is now over. Indeed, the

nerve of steel and some of the biggest headaches for both publishers and authors came up this form of publishing. Authors in many cases are n

The author is a reader in sociology at the University of Sheffield.

BOOKS

The writing of history as literary and moral art

Germany 1866-1945
by Gordon A. Craig
Clarendon Press: Oxford University Press, £10.00
ISBN 0 19 822113 4

To read this book is to make a double journey into the past—to travel with the author through the political and cultural development of Germany from unification to division, and to travel alone back to undergraduate days nearly 20 years ago, when the excitement of discovering modern German history focused upon such issues as Bismarck's policies towards Russia in the 1870s, or the support given to Hitler by leading German intellectuals.

Since then the interests of many historians of modern Germany have moved to other themes. Systematic attempts have been made to re-define "the German question" in terms of the distinctive development of that country's social and economic order. These general discussions of the process of modernization and of the characteristics of German capitalism, many of which have been highly successful in their methods of analysis, have generated detailed research into particular social classes and localities, into minority groups of all kinds and into different aspects of popular culture. The learned journals are more likely to publish articles about the history of the sewing-machine or the clothing industry and on the status of women in Berlin, or social mobility in Bochum in the late nineteenth century, than about Bismarck's diplomacy, Ludendorff's strategy, or Heidegger's conception of politics.

Gordon Craig will have none of this. His history of Germany is about leaders, not about the led; about statecraft and the arts of light politics, not about social and economic structures; about poets, novelists and painters, not about journalists or ideologues. Karl Kautsky is not mentioned, but Theodor Fontane's novels are quoted frequently and discussed with care. The rationalization movement in German industry in the mid-1920s finds no place in the book, but the personality of Chancellor Brüning is portrayed with great sensitivity.

Professor Craig's conservatism as regards the discipline of history is of the old-fashioned sort. Unlike some German historians of similar persuasion, he does not feel himself beleaguered or threatened by new developments in the subject. He sees no need to justify his approach in general terms. He is intellectually at ease with his deeply held convictions about the way in which history should be written: they are the product of a lifetime's work. His 764 pages are entirely free of that convoluted and overblown professional political and diplomatic writing which has long disfigured much German writing, and indeed he makes very few explicit references to any current debates among historians. He forms his own judgments, and gets on, both self-effecting and self-confident, with the job of "telling it as it was".

If statecraft is a high art, then the writing of history must also be an art, and artists do not tell us how to look at their pictures—they rely upon the cumulative effect of their composition, their choice of detail, the scale and perspective of interrelated images, to convey their meaning. Artists (more exactly, those artists whom Professor Craig admires) create the illusion of being the invisible servants of their materials and their vision. For the historian, this means that no extended passages of analytical argument and reflection can be allowed to glaze over the composition or fracture the narrative.

Is it a mistake to begin with Bismarck? he asks in his first sentence, and answers the question about the role of great individuals not by methodological argument, but by having Bismarck, depressed rather than elevated, riding across the battlefield of Königgrätz after Prussia's victory over Austria, at the beginning of his second paragraph.

This startling opening is a challenge and an invitation: German history, it says, has not been written in this way for a long time, and this old approach is much more valid

than all this new stuff about periodization and stages of development, impersonal forces and secular trends. History is a branch of literature not of social science. Statesmen make history, and they also make history books interesting. Craig's approach takes us back 20 years or more, but this is not because he has ignored all of the new work—he has read much of it, particularly on the period before 1918, and skillfully works some of its conclusions into his own matured poetry of the high politics of the Second Empire, while making no mention of the theories and systems on which these conclusions rest. He knows that his case against the new generation of systematizers must be made by demonstrating the virtues of his own non-systematic understanding of his subject and his craft; it cannot be made by arguing the case for the central axiom of his approach is that history does not cause events, as he argues. His orthodoxy is long considered, deliberate and artful.

This is where the problems begin. The illusion of the artist as the invisible servant of his materials is, after all, an illusion. And the self-effacement of the historian who appears to his readers as the dumb executor of a grand composition is a self-effacement which creates a massive authority. Professor Craig's Germany is authoritative in this subtle and dubious sense. He writes in a simple, direct, and unadorned style, but he is not simple. He is a craftsman, and he knows it. He knows that his case against the new generation of systematizers must be made by demonstrating the virtues of his own non-systematic understanding of his subject and his craft; it cannot be made by arguing the case for the central axiom of his approach is that history does not cause events, as he argues. His orthodoxy is long considered, deliberate and artful.

While it is impossible not to admire the skilled construction of some of Professor Craig's chapters, especially the narrative chapters on the period before 1918 and that on World War Two, his erudition is as likely to produce quiescence and subordination among his readers, as to produce a sense of wonder. Questioning and discussion are essential to historical learning. The model of the epic novel is at best anachronistic now that the enormous increase in the quantity and range of historical research is continually redefining the questions. It is also arguably anachronistic in the context of teaching—do we want students, on whose reading lists this book will undoubtedly take a prominent place, to acknowledge the particular kind of intellectual authority which Professor Craig's book asserts? Open questioning about the subject seems a more desirable mode of writing, particularly in a book which is designed as a major work of synthesis. But almost all of Professor Craig's reasoning comes in private, anterior to but not part of his writing. This places him modestly beyond argument.

Take, for example, the question "Where should a history of modern Germany begin?" Craig's option for the military defeat of Austria by Prussia is carefully considered and gives a dramatic unity to the whole book, which "under the Berlin" falls in May 1945. It also both lets the scene for and justifies the strong concentration on statesmen and high politics: the German nation-state was the creation of military and political leaders, and they destroyed it. The decision on where to start is thus a crucial decision for the structure of the book and for the interpretation of modern German history. But what about the alternative



Professor Craig's history is of "the leaders, not the led", and he describes Hitler aphoristically as "a sui generis, a force without a real historical past... He stands alone".

tive claims of the war of liberation against Napoleon, of the 1848 Revolution, of the industrial development of Prussia before 1866? One could scarcely guess from Professor Craig's rendering that the question of where to begin, and why, has been the subject of a wide-ranging discussion among German historians. There is a lot to be said for his own choice, but he does not say it. A first chapter entitled "Where to Begin?" could have opened up the book in a quite different manner, the beginning of a discussion.

On the question of the continuity of German politics from Bismarck to Hitler, Professor Craig's policy of withholding his reasons produces an impression of incoherence rather than of artfulness. This too is a widely discussed theme; again one would not guess it. On Hitler, he quotes approvingly Otto Hintze's contemporary judgment: "This man is not of our race. There is something totally alien about him, something like an otherwise extinct primordial race that was totally alien." He then goes on to discuss in one short paragraph all arguments that there were, on the contrary, strong signs of continuity in nationalist and reactionary politics from the 1820s to the 1930s. "Adolf Hitler was a genuine force without a real historical past... He stands alone." The difficulty here is not just that this particular judgment is debatable.

More important perhaps is the objection that it is unacceptable in a book of this kind to treat such a central question in so aphoristic a manner. Professor Craig's position demands reflection and analysis. The notion of a decisive break in the history of a country is a complex one. It could have been made into the pivot on which the whole book turns, but this would have required the author to step out from behind his composition and to meditate on the issues with the reader. This he declines to do. His point does not disappear entirely from view in the subsequent narrative of Nazi rule. Hitler is presented as a disingenuous, with consummate skill the true character of his political ambitions from conservative pillars of the regime, who could not or would not comprehend the absolute novelty of his rule, who grasped at the illusion of continuity and who were utterly inferior to him in the acts of high and low politics. But the question of historical continuity, or the collapse into this single dimension of political goals and tactics. At this point the book needs to look forward and backward, rather than to move along a single path which is both very narrow and very partially hidden in the narrative.

There are other central themes around which the second part of the book could have been constructed. Professor Craig remarks that the history of the Weimar Republic is the history of the failure of the political life in the late 1920s and early 1930s. The historical conflict

of interest and organizational rivalries within the dominant classes, which undermined all attempts to produce a conservative, non-Nazi solution to the crisis after 1929. Why this came about after the iron cage of monarchical absolutism was removed in 1918, and how this process of fragmentation related to the rise of the Nazi Party is another organizing theme, which could have carried the narrative through to 1945—for the Nazis claimed insistently to have created national unity out of the war of all against all which they had inherited. But this theme too is not developed.

Altogether, the post-1918 period eludes the creative, turning grasp of the artist-historian, and the grand composition dissolves into a collection of vignettes. The subject matter of the Weimar and the Nazi years, as he himself declines it, is much less monolithic in Professor Craig's ambition than it is the Wilhelm Empire, during the life of which there was a superficial continuity in the central political and intellectual issues. Professor Craig uses this continuity, which was in part a consistency of personnel, to fashion chapters which are brilliant examples of his particular mode of historical writing.

The story is unmythical but clear; the selection of detail is telling and his prose is finely honed and swift-moving. His Bismarck is excellently portrayed. But the weakness of his later chapters rest on the nature of the achievement. Craig's mode of understanding and a style of presentation are appropriate to one period and not to the next? Has the synthesizing narrative not bypassed structural changes in the society and the economy before 1918, which were real enough for all that they appeared to make little direct impact on the political leadership?

The defeat of 1818 and the incipient revolution was followed by a general crisis which lasted for 30 years and which contained many different component crises. The speed with which they followed upon one another, the subvert the design of a synthesizing narrative. Politics became both more complex and more fluid, and the conscious efforts of statecraft and intellect to control the course of national development cannot even be made to seem to carry the weight of interpretation. The inflation of 1914-23, the revolution of 1918-20, the economic crisis of 1929-33, the rule of Nazism, the nature of Nazi development, which Professor Craig is determined to keep out of his book. And the relationship of these crises to each other, really, remains such analysis.

Such complex relationships cannot be simplified by passing, by

left allusions or by the well-placed exclamation, that is, by the methods which Professor Craig uses in being the economic crisis of the decade before 1914 into the picture. The different levels of simultaneous crisis and sudden change and their interaction with forces of obscure consensus cannot be woven into a seamless fabric of historical re-enactment.

Faced with the convulsive changes of the years after 1918, Professor Craig's judgment that because the stuff of politics requires a different kind of judgment from that which is appropriate to Bismarck's state-building, a judgment which is both more technical and less in respect of economic affairs, and more consistently consistent in the interpretation it suggests. Economics is not his strong point, and his discussion of the devastating consequences of the 1929 depression is a desultory backdrop to his consideration of Brüning's strengths and weaknesses as a statesman. If on this point the balance seems wrong, on other specific judgments are at odds with each other and leave an impression of confusion. In chapter 17 he notes that there were strong social and political limits on the pace of rearmament before 1933, but a 100 pages later the point is firmly withdrawn. And Germany's relative military weakness is attributed to a failure of Hitler's nerve. Was the Third Reich "totalitarian"? Professor Craig says yes and no, but gives reasons for neither view and does not discuss the meaning of the term.

Even on his own strongest ground, the statesman in action, he has difficulty coping with the disjunctively twentieth-century personality of Hitler: he attributes too many policies to Hitler personally. More important, he leaves us with three different Hitler—the compulsive Jew-hating ideologue, the machiavellian egoist, the politician "dedicated to the acquisition of power for his own gratification".

Hitler's guiding motives were certainly not clear and simple, but these three different readings cannot be equally true. While any one does not completely exclude the other two, we need to know which one the author considers to have been predominant. Craig's Hitler silently shifts his ground as successive features of the history of Nazism are portrayed. This is a serious weakness in a book which quite deliberately assigns a pre-eminent historical role to political leaders.

Overall, one gains the impression that the intervening years (with the exception of 1923, the subject of a carefully constructed dramatic set-piece) excite neither his enthusiasm nor his interest. Aside from

from preceding page

Stresemann's foreign policy there is no story to be told, and on most aspects of the history of these years, including foreign affairs, Professor Craig's rendering of the recent monographic literature has been more patchy than for the nineteenth century. Much of this literature is concerned with the economic and social change, which in these years were of immediate political significance but which fall largely outside of his concentration on his subject. The fate of the Weimar Republic is depicted as resting heavily on the narrow shoulders of a succession of second and third-rate politicians who, Stresemann excepted, lacked stature, skill and resilience—a brief roll-call of the politicians in Britain, France and the United States in the 1920s suggests the liberal states could in fact get on perfectly well with such leaders, and takes us back to the questions which are not posed.

For Professor Craig both historiography and politics are moral arts. The study of history is an exercise in moral responsibility. Here too his tone is quiet, insistent without being in any way intrusive; it gently suggests that he is restating an obvious truth, which the devotees of "process" and "structure" have unwittingly lost sight of. But precisely because he declines to argue his cases, the substance of his morality remains tantalizingly vague. It is only less than vague that the reader is left with a sense of incompleteness—the self-imposed amputation of Wilhelm II, and the frivolous machinations of von Papen excite in him an austere and perhaps angry. Well and good, but a political morality just a matter of ordering disasters? Would the politically competent politicians and writers of pre-1914 Germany, those who saw the need to modernize the constitution and to professionalize the practice of politics, have made the world a better place to live in?—or would their expansionist designs perhaps have been even

greater than those of Bethmann or Ludendorff?

And what about the moral sense of those who were without power and thus without that specific type of responsibility conferred by power, and whose morality was the morality of resistance and rebellion? Craig has time for these people only when their historic moment came in the winter of 1918-19, and then they failed the test of competence: the Republic "fallen in the end partly because... the public politicians were not burned down, along with the bureaucrats who inhabited them". Though morally consistent with his verdict on incompetent reactionaries, it is a startling formulation in this book. The reader is not prepared for it, and its implications are followed through in a most partial manner, for Professor Craig's reflections on the role of the parties and the left in the Weimar Republic are the only major passages in the book which are biased in a conventional sense. (Many ideological conservatives will find other of his judgments hard to take.) He blames both the Communists and the Social Democratic Parties for not having made the best of a bad job, for having failed to act consistently in support of the liberal-conservative political order which emerged after 1923, and he argues that their (very different) attempts to confound the aberrant transformation of German society opened the door to Nazi barbarism; that is, their political incompetence contributed to a moral catastrophe.

When Professor Craig overlooks here, and indeed comes close to denying, is that the opening to the right was largely shut off to both working-class parties by the groupings which were, respectively, to the right of each of them: the Social Democrats at no time wanted to cooperate with the communists, and after 1929 the removal of oil working-class influence in government was the one concern common to all other parties. The "lost opportunities" for practical statecraft were, I think, much sadder than Craig implies. And if this was so, were the leaders

of the working-class parties morally wrong to adhere to their own (very different) causes? The morality of competence leaves no room for those insoluble moral dilemmas which are the peculiar property of the powerless. But there is an even larger ambiguity in the language of moral history, the unresolved tension between art and morality on which Burckhardt reflected a century ago, and which troubled Thomas Mann throughout his life. Craig's evaluations of statesmen are cast in the language of art criticism: "sense of timing", "intuition", "political genius". "Hitler's action against Czechoslovakia was a virtuoso performance... skilfully orchestrated..." This vocabulary, which is essential to the historian who sees his trade and that of the politician as art, inevitably suggests that political greatness is beyond good and evil. That Craig categorically denies this in the case of Hitler is reassuring on one level, but utterly confusing on another. Are there moral and intellectual standards which are not, and difficult question, on which the author declines to share his thoughts with us. The ambiguity is silently built into the text.

Reviewers of books should discuss the book before they talk about the book, they think should have been written. And yet there is a general sense in which this book represents a missed opportunity. While parts of it will surely stimulate the curiosity of readers by exciting their imaginations, leaders are rarely invited or summoned to study further those aspects of modern German history which Craig considers to be of secondary significance. Two brief sections on the position of women in German society constitute an exception, but the following topics are touched on only in passing, or not at all: industrial development after 1873; banking; technology; demography; health and living standards; elementary education; the press; local government; urbanization; the growth of the pro-

fession; the organization of the political parties. And the different regions of Germany (which remained very different from each other only in the 1870s when they entered problems for the central government—most fighting in the Ruhr, a tax-strike in Schleswig-Holstein. Professor Craig sees Germany from a look-on post on top of Berlin's Column of Victory. A general history on this scale ought also to stimulate the curiosity of readers by at least pointing to questions which it does not cover.

But there is a more serious objection to these omissions. High politics cannot be so narrowly defined as Craig believes. The neglected themes quite simply are part of his own chosen subject: his implied rejection of the manner in which historians have written about them is a completely inadequate reason for excluding the themes themselves. Those who write about the changing "systems of domination" in Germany since unification may well need reminding that such systems were permeated and modified by the specific endeavours of many individuals, and that they necessarily conferred wide powers of decision on a few individual leaders, whose personal conduct of affairs thus demands close study: as Henry Turner memorably said, during a conference on the Weimar Republic, "Hindenburg was not an exogenous factor". And it is also true that some of the more technical research in modern social history is in real danger of advancing triumphantly towards a computerized, unexamined and unexamined, "history with the politics taken out". But to write about the exercise of power without discussing the changing components of power politics in a systematic manner verges on obscurantism.

This book may suggest that there is some sort of a contradiction between writing both about working-class housing in Essen and about Bismarck's world policy; that historians work either on the mobility on the Prussian constitution; that the electrical industry cannot belong in the same work as the

battle of Verdun. It is precisely these false alternatives which it is the task of the historian to transcend. Public history and political inequality, social innovation and military strategy have to be seen in relation to each other, and all together in relation to the state and high politics. Political history of this kind requires theory, analysis, argument and meditation.

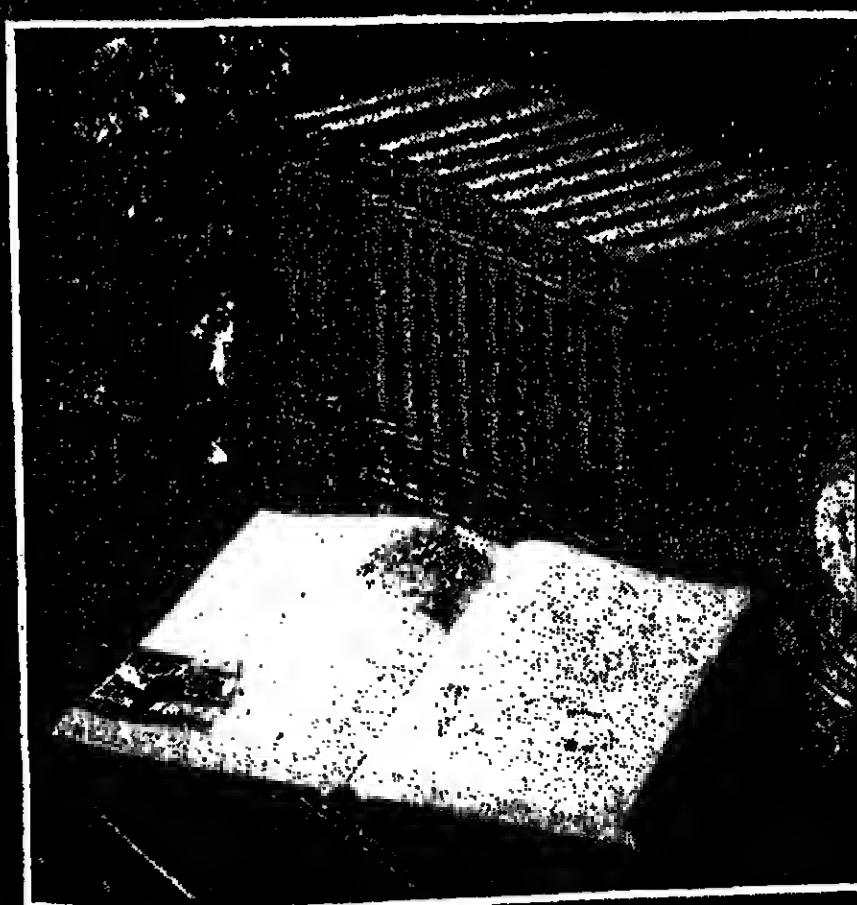
Its practitioners are still a way from solving the serious questions of literary form, content and style which the task poses but the road does not point towards the classical narrative. This form cannot easily accommodate structural cross-sections, extended arguments about the relationships between different spheres of public life, or considerations of statistical evidence. Perhaps it needs to think about the formal potential of more experimental forms, which attempt to draw a pressure power from the juxtaposition of dissimilar elements—beyond the nature of present-day historiography and the subject matter of German history in this century include such experiments in Professor Craig's deliberate, skilled but unsuccessful classicism raises serious questions.

Finally, this book is in some ways very badly produced. There are no maps. The sub-headings within chapters appear only in the table of contents; they would have made a valuable guide within the text. Only the longer German quotations are given in English at the end, while a profusion of specialist terms remain untranslated and unexplained. The bibliography is merely an incomplete and unannotated list of works cited. And there is an endless stream of minor factual errors, mis-spellings, typographical mistakes and blunders with names and titles. No doubt Gustav Stresemann, the Social Democrat responsible for calling in the Free Corps units to crush the revolutionary left in 1919, deserved to be evoked on page 427—"Dado? No, it is not mentioned either."

Timothy Mason

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DENT

BOOKS

History of China

The Chinese Experience: history of civilization
by Raymond Dawson
Weidenfeld & Nicolson, £12.50
ISBN 0 297 77403 4

Plus ça change, plus c'est en même chose. No one would try and make out a serious case for applying such statements to modern China in toto, but the admissions of the past year, the bureaucratic corruption, the unemployment, arranged marriages, torture, not to mention the behaviour of a lady whose ambitions seem to have been not a whit less intriguing than those of the Empress Wu, have brought the relevance of the Chinese experience of the past two thousand years into focus again.

It is timely then that there should now appear a book which describes the attitudes and institutions of the imperial era with such a convincing explanation of their self-perpetuating logic as to make the reader doubt that they could ever have entirely disappeared. And of course, as Raymond Dawson shows, in many cases they have not. External appearances may have changed and the physical environment frequently been improved, Confucianism may have been replaced by Communism, the manner of dress may require bicycles and transistor radios, but the social-economic demands on families and individuals have not been fundamentally changed by the modern freedoms which they enjoy. Sons are still preferred to daughters. Education, at least until the beginning of the last stage of Premier Teng's yo-yo-like career, has continued to emphasize political orthodoxy more strongly than technical expertise.

This is not to suggest that the modern Chinese are not different. Experience is to interpret the present in terms of the past. First of all, however, it is a book about the past, but unlike *Imperial China* written by a Chinese, it takes an approach to the past, and in the manner of a good lecturer makes comparisons and contrasts where they are appropriate.

It is both this style and the arrangement of the book that help to give it a coherence that a chronological survey of Chinese civilization may lack. Of course there were changes of detail in institutions and thought over the centuries, especially in the tenth and eleventh centuries for example, but it was the familiar continuity of fundamental political, social and economic patterns and the related strength of the philosophical and cultural traditions that gave imperial China its stability. So it is right that the sections on the

philosophical and the aesthetic experience should avoid becoming simply descriptions of Chinese thought, art and literature and instead show how these particular interests of most of us have both explained and illustrated other aspects of their public and private lives. Raymond Dawson has chosen and translated passages of literature with this in mind and as far as the content of the book is concerned this is its most original part, for however different and thought-provoking his arrangement of the material might be it does not in the whole contain anything that is new.

One of the most valuable features of the book is the way in which it frequently points to the interrelationships of the activities and assumptions of the upper and lower classes. Perhaps too much has been made of the gulf which, present though they certainly were in imperial China, existed within the framework of a homogeneous culture strong enough to resist incursions by foreign cultures at all levels at least until the nineteenth century. It was a vital homogeneity that was inevitably lacking in the neighbouring areas of the "Chinese culture zone". In Korea for example Chinese customs and values were almost exclusively the prerogative of the elite ruling class, and despite the Chinese-style examination system the barriers against uninitiated outsiders entered far more insuperable than were those that confronted native aspirants to power in China. Chinese observers sometimes commented quite objectively on the similarities and differences between their own society and that of their neighbours. In the early twelfth century the envoy Hsi Ching wrote a valuable eye-witness account of Korea which indirectly reveals a lot about his idea of the strengths of Sung China. He was disturbed by the Korean habit of leaving wooden coffins unburied in the fields for ants and birds to attack. Though he was impressed by the quantities of books that he saw in Koesong he noted how disorganized commerce was there compared with the local efficiency of the Chinese system. He also admitted that the Koreans thought his own people greedy; he himself did not seem to understand the behaviour of the Koreans in washing whenever they were about to go out, far less did he condone their habit of mixed nude bathing in the rivers.

Sources like these give us a glimpse of how much more there is to be known about the Chinese experience, but Raymond Dawson's contribution will provide fascinating reading for many and will be a valuable book for teachers.

Keith Pratt

A policy of socialism in one country

China's Role in World Affairs
by Michael B. Yehuda
Croom Helm, £10.95
ISBN 0 85664 269 X

How recently and how radically Western perceptions of China's role in world affairs have changed. In 1964, years after he had begun to recent his "Mr X" to the Soviet military expansionism, Mr George Kennan was warning the world about the "ambitious" fanaticism to Peking, "wedded to a dated and specious ideology" (but one which nevertheless he noted held "great attraction for masses of people throughout Asia"), and "consumed with the ambition" to spread their "dictatorial" authority over Asia. As Australia's foreign minister of the late 1960s saw a "well-founded fear of China" as a maladjustment for diplomatic development in Asia, and as late as 1970 the editor of *The Times* was offhandedly including "the threat from China" as among the problems facing a British government, as if that were axiomatic.

The sovereignty of the American view of China was for years challenged only by a handful of Western analysts, usually of conservative disposition, who were of course dismissed as "pro-Chinese" and during the 1950s the American version found vociferous new adherents, first in New Delhi and then in Moscow.

The counter-view, that, far from being new Tamburlaines, invading only the weakness of their neighbours to send forth their hordes, China's leaders were cool and principled in their conduct of foreign affairs, made slow headway. And it was really only the reversal by Richard Nixon, demonstrating again what has been dubbed "the law of political perversity", that brought the alternative assessment into the mainstream of Western political thinking.

Now the reversal has been so complete that, for some, it has come to be regarded as a "great attraction for masses of people throughout Asia", and "consumed with the ambition" to spread their "dictatorial" authority over Asia. As Australia's foreign minister of the late 1960s saw a "well-founded fear of China" as a maladjustment for diplomatic development in Asia, and as late as 1970 the editor of *The Times* was offhandedly including "the threat from China" as among the problems facing a British government, as if that were axiomatic.

But Michael Yehuda's analysis is not the correct either extreme, but rather the exploration of the inner consistency of China's foreign policy, and to do it in Peking's own terms. He finds the key in China's experience and nature as a revolutionary society. "The idea of the experience of the Chinese revolution under Mao's leadership have had a decisive impact on the thinking and the con-

Bang Chan: social history of a rural community in Thailand
by Laurence Sharp and Lucien M. Hanks
Cornell University Press, £12.25
ISBN 0 8014 0858 X

Bang Chan must surely be the most studied place in Thailand. Since 1948 Professors Sharp and Hanks, together with other members of the Cornell University Thailand Project, have visited what was then a rural settlement some 100 kilometres from central Bangkok. Now it is a suburb, rice is no longer grown, and the young have left for the city or work in nearby factories. In this book though the authors are essentially concerned with the culture and society of Bang Chan from the first settlement of the 1850s until the time when it reached the end of its existence as a rice-growing community some 10 years ago.

To those interested in rural Thailand and settlements like Bang Chan located in the Mueang districts have been something of an enigma with their lack of a strong community identity and general air of emporiumness, characteristics not lacking but far less in evidence elsewhere in Thailand. These features are in part a consequence of the original settlement of the area and the impact of economic change. Among the early settlers were war captives, those displaced in the expansion of Bangkok and, later, those who had fled from the fluid frontier-style society then prevailing, but eventually the wilderness was transformed, the writ of government was extended into the area, a temple built, and a school opened.

All this took place against the background of the development of a cash economy, other than in the early days the Bang Chan farmer

was never just a subsistence cultivator and fluctuations in his fortune depended directly on the state of the world market in rice. The impact of this early encasement of the economy on the actual organization of the society is discussed earlier by Hanks in *Rice and Man*. Here the authors use the changing economic and political structure to illuminate their narrative of the experiences of Bang Chan's residents, based on their own and fellow researchers' notes, which is interwoven with more general comments on the primary features of Thai culture.

The book is specifically aimed at the general reader as well as the specialist, and for the former is by far the most vivid and approachable account yet published of rural life in Thailand over the past one hundred years. Specialists, however, are likely to be wary of the onerous theoretical formulations. They may well capture the flavour of life, in the manner of a good novelist, but in their dependence on oral tradition and use of contemporary data to illustrate and explain events of the past their claim to be writing social history is unacceptable.

Similarly it is regrettable that social scientists' discussion of peasant-clients is without reference to the considerable body of comparative literature, and that they put emphasis on an outdated organic model of society which finely directs attention away from the serious problems experienced by anthropologists in adopting general perspectives of Thai society, intricacies of which Sharp and Hanks in their 30 years of research have done more than anyone else to make us aware.

J. H. Kemp

Poet and novelist Victor Segalen visited Choe in 1903, 1914 and 1917. Photographing and drawing statues he discovered on his travels. The Great Statuary of China arose out of his researches and is now published for the first time in English by the University of Chicago Press at £14.00. The horse above is from the tomb of the Ming in Peking.

Keith Pratt

Thai revolution

Industry

Economic Growth and Distribution in China
by Nicholas R. Lardy
Cambridge University Press, £12.00
ISBN 0 521 21904 3

During the recent visit to Yugoslavia of Hua Kuo-feng, it was reported that one of the reasons for the Chinese leader's interest was to learn something of that country's economic system. Since at present the two systems could hardly be more dissimilar, this seemed extraordinary.

In Yugoslavia industrial enterprises are owned and run by their workers and interact in a manner analogous to that commonly prescribed for private firms in capitalist markets. The system has been successful in stimulating growth although it has been accompanied by a propensity to inflation and by the generation of inequality—particularly in the form of regional differences. In China, by contrast, industry is comprehensively planned, either by central or local authorities, and the economy is renowned for being relatively free of inflation and for a high degree of equality.

What then, has Chairman Hua to learn? Clearly he is alarmed by the lack of growth and dynamism in the Chinese economy in the 1970s. These have been revealed by statistics, reports from industrial factories, and official reports. These refer to low productivity, poor quality and a general level of production which, in some parts of China, only reached the 1973 level by the end of 1977. Yet, as these difficulties were placed at the door of the Gang of Four, who were accused of undermining incentives and of interfering with industrial planning. Now, however, it is admitted that removal of the Gang, while helpful, is not enough to solve the "economic crisis" for new ideas and advice. Could this search lead to the abandonment of Mao's commitment to equality? Is a Chinese version of the Yugoslav system possible?

Anyone seeking background to these questions should turn to *Economic Growth and Distribution in China*. Essentially, it is a study of the fiscal system as it evolved between 1949 and 1960 with discussion of more recent developments where relevant. The book is a study of the fiscal system as it evolved between 1949 and 1960 with discussion of more recent developments where relevant. The book is a study of the fiscal system as it evolved between 1949 and 1960 with discussion of more recent developments where relevant.

The principal of these questions is whether the fiscal evidence supports the view that the Chinese have consistently followed a development policy in which the achievement of greater equality between regions ranks high as a policy objective. More specifically, Lardy examines the view that the decentralization reform of 1958 changed the system from a Soviet type, centrally planned one to a decentralization one which allowed the provinces to develop more autonomously. His broad conclusion is that throughout the past 30 years, crucial decisions on output, investment, real wages and the allocation of raw materials in modern industry have remained in Peking, and that these powers have been retained to reduce the differences between advanced and backward regions.

This is certainly the view of the 1958 reform which was insignificant in that it was not convincing. Unfortunately the fiscal data are after the event, so in his discussion of the period, 1958-1973, he falls to identify some important developments in the 1960s.

None of these points seriously detract from what must be one of the most thorough and stimulating studies of Chinese economic planning yet written.

Neville Maxwell

Analysing factors

Correlational Procedures for Research
by Robert M. Thorndike
Gardner Press, £15.15
ISBN 0 470 15090 4

It used to be said that every red-blooded American graduate student knew exactly what to do when confronted by a correlation matrix—factor it. Nowadays such precipitate action is viewed as over-enthusiasm, a self-respecting social science researcher will approach the analysis with a variety of methodological tools. Sociology and politics have been invaded by econometrics to such an extent that the researcher's first reaction will be to postulate a path model, and calculate partial regression coefficients. Of course, principal components and factor analysis on the one hand and "causal modelling" on the other are closely related as variants of the general linear model, and it would be unforgivable if a textbook ignored interrelationships of this sort.

Given the profusion of textbooks in this area, my initial reaction to Thorndike's text was "surely not another?" It would seem that some publishing houses are vying with each other in producing rival texts in simple multivariate analysis. Overproduction leads one to apply stricter criteria of worth than is normal, and the first question is: does this text differ significantly from its rivals in content, in exposition or in the level of sophistication expected of the reader? By and large, the answer is yes. The book is organized well, the exposition is lucid and well illustrated, the level of competence assumed is generally that of a standard one-year social science statistics course, and the coverage is quite reasonable.

The first part of the book consists of a thorough, well-presented and readable account of simple linear regression and correlation and of similar associated measures of association, together with an overview of basic matrix notation and operations. (But it does not contain an account of the structure of a matrix, which the student must surely know about because of its centrality in subsequent procedures.) The second section is curiously titled "External Factor Analysis", by which he means multiple and partial correlation analysis, together with canonical and discriminant analysis (but it does not include structural equation systems). The third section is devoted to factor analysis proper, preceded by a short section on cluster analysis (but it does not include other spatial models like multidimensional scaling).

The coverage and readability of the viewpoint clearly identify the text as psychometric in orientation, but within that tradition it is an excellent text, especially for the non-mathematician. Unlike many authors, Thorndike does resist the temptation to keep looking over his shoulder at the critical statistician, and yet he produces a text which is accurate, is clearly acceptable within the limits of numeracy expected—and which is eminently readable.

But why does he assume that the researcher is dealing almost all the time with metric variables? The "non-metric revolution" has produced a number of new methods and modern scaling models make the former undisputed supremacy of factor analysis highly suspect. Clyde Coombs's question is still relevant: how worthwhile is the cost of employing metric procedures, in the sense of the demanding assumptions one has to make? The question is even more relevant when non-metric procedures for research are readily available. A modern text cannot simply ignore them, and one can hope that in a subsequent edition the author will make a good text better by including them.

A. P. M. Coxon

Rock's alternative vision

The Sociology of Rock
by Simon Frith
Constable, £7.50 and £3.50
ISBN 0 09 46220 4 and 462290 6

Pity the poor sociologist! If he writes about an abstract topic he will be castigated as pretentious. If he chooses something topical he risks being damned as trendy and frivolous—and never more so than when he intrudes his weighty analysis into a field where so far there has been up and down for cure, but no reaction journalism. The crucible tears wept in the press over the supposed response to Simon Frith's new book are evidence of nothing except that rock is good copy.

So let us be clear at the outset that Simon Frith has written a serious and professional sociological study which deserves better than the dismissals and instant hype. Furthermore I warn readers that I do not share the apparently widespread assumption that because the subject is rock it is necessary to adopt the style of a sociological jockey in order to write about it: my vocabulary for this review will be strictly and wittily academic. (I doubt very much incidentally whether reviews of Durkheim took the form of pastiche suicide notes.)

Once of my few criticisms of Simon Frith is that he does occasionally slide into a populist or "other" style and that he is a little too clear: the skeleton of the analysis is never obscured by irrelevant verbal flourishes. Simon Frith is in fact a very readable and successful rock journalist but he clearly recognizes, both in style and the kind of judgments appropriate in that medium cannot be directly imported into a sociological analysis of rock as a cultural form, although they must inform the raw material of the study.

The book is welcome and interesting as the first full-length sociological account of rock and is a much needed addition to the growing literature in the sociology of popular culture. It approaches music in perhaps symptomatic of a general development in rock culture itself. As recently as 1971 George Mully took it for granted that the central feature of "pop" or "rock" as the genre of music was its commercial nature. It is now a little more sophisticated: "pop" admits to neither past nor future, not even its own.

Social Policy Research
edited by Martin Bulmer
Macmillan, £12.00 and £3.95
ISBN 0 333 23142 2

This collection of 15 papers has been brought together with the intention of "examining problems in the application of social research, and its uses and limitations in relation to policy". Almost all have been published elsewhere, mostly within the last five years. In addition there is a 14-page list of suggestions for further reading, while the notes and references to the individual chapters run to a further 40 pages. It is, therefore, a substantial volume. After an introductory section on the context of doing research in relation to policy, there are sections on public opinion polls and social surveys, action research, and social indicators. All the contributors are, or have been, academicians and a majority have also worked either in government or in policy-oriented research.

The overall impression given by the book is somewhat depressing. In Britain the civil service is portrayed as strong, unified, viewing social research very much as a necessary evil, and providing funds for researchers, particularly sociologists, are variously shown as vague, dilatory and lacking in confidence, while at the same time revealing an ingrained "supremacy" of those in political or administrative authority. Weedy administrators and weak-minded politicians are contrasted with the

USA, in contrast, social scientists

BOOKS

The social structure

Work, Urbanism and Inequality: UK social policy
edited by Philip Abrams
Weidenfeld & Nicolson, £12.50 and £5.95
ISBN 0 297 77469 7 and 77470 0

As Philip Abrams points out in his excellent introduction to this work, sociologists tend to concentrate on either social description or on sociological theory. The essays in this book are intended to provide an analysis of British society with an appropriate balance of social description and theory.

Brian Elliott's discussion of social change in the city lives up to this promise very well. He ignores much of the rather dreary theoretical constructions of urban sociology, and instead provides a more perceptive and informative picture of urban change that is relevant to both sociological theory and social policy.

He examines the rise of owner occupation and the decline of the private landlord. Evidence of inner city poverty is discussed alongside the recent tendency towards the gentrification of some inner city areas. Tendencies to racial segregation are examined alongside the more general tendency towards the geographical segregation of social classes within cities.

Richard Brown's lengthy chapter on work presents a wealth of empirical material. Changes in the occupational structure, income for different occupations, fringe benefits, unionization, illness and accidents at work, job satisfaction and recruitment to the labour market are all carefully and clearly analysed, in spite of the profusion of statistical tables. Theoretical issues, however, are somewhat isolated at the beginning and end of the piece.

The theme of Hilary Wainwright's contribution is that the changing position of women in the division of labour does not undermine, and sometimes, as in the case of the increasing employment of women as part-time workers, reinforces the basic sexism of the occupational structure. The argument is meticulously presented, but is rather too strongly coloured by the author's personal view.

Little attention is paid to the position of women who choose to stay at home to look after their children. The chapter by Stanworth and Giddens well documents the persistence of major class bias to be drawn from very narrow, and in many instances narrowing, social circles. They use a good deal of very recent empirical work.

Paul Corrigan's discussion of deprivation is generally quite useful and sensible, though his attempt to show how the deprived are frequently "trapped" as deviants is flawed. On deviance itself, he offers little more than a glib statement of fashionable and well-publicized sociological opinion: that deviance is a question of people "labelling other people as deviants". While questioning commonsense assumptions, the piece is peppered with unsubstantiated "facts". For instance: "Why should the commonest source of domestic friction in Britain in 1976 have been the length of children's hair?" (page 256).

Overall, the book provides a valuable introduction to the structure of British society, but also some insights into the values of sociologists. The focus of inequality in social class and sex. The limited attention given to education may well reflect a deeper lack of concern for children. It is the parents who are seen as deprived in one-parent families, and there is barely a mention of juvenile unemployment. Sociologists are cleverer at criticising the values of society, but rarely do they look critically at their own.

David Berry

Administrators and academics

Social Policy Research
edited by Martin Bulmer
Macmillan, £12.00 and £3.95
ISBN 0 333 23142 2

arc more respected, and more likely to be given large, well-funded research tasks for government. However, in executing them they are expected to work quickly, to a high technical standard, and the resulting work will be subjected to professional criticism of a kind that keeps the standards up.

The introductory section on social science and policy-making in Britain contains useful descriptive material on research that has been undertaken, considers various classifications of types of social research and analyses the problems of social scientists and administrators when confronted with the possibility of working together. All three contributors to this section have had experience of working in or with government and speak with clarity, if pessimistic, authority.

Both the editor and David Donnisss do a good demolition job on the simplistic notion of research

polls have a rather more abstract air, being concerned primarily to expound their limitations and their lack of direct relevance to policy.

The reprinting of articles on research has the inevitable danger that the contributions will appear dated, and this has not been avoided. However, the contributors, headed by A. H. Halsey, form a strong group with many valuable observations on the difficulties of combining research with action, and with getting the results to an appropriate audience. At a detailed level Stephen Tunn and George Smith are particularly good on the problems of organizing work at a local level.

The writers on social indicators, headed by an early paper of Sir Claus Mosser, are very much aware of the difficulties of devising valid indicators, but nevertheless display a certain confidence lacking in other contributors. John Edwards is excellent on social indicators as a guide to positive discrimination, while Keith Hope uses his chapter to make a brilliantly written attack on the low standards of much of social research in Britain today.

In conclusion David Brerley dwells on the limitations of social statistics in relation to policy, but concludes that on balance they have value as means to an end, and are properly used, it will be valuable to teachers to have some of these contributions in one volume, but students might have benefited from a more descriptive treatment, and they may not be encouraged by the underlying pessimism.

J. P. Martin

arc more respected, and more likely to be given large, well-funded research tasks for government. However, in executing them they are expected to work quickly, to a high technical standard, and the resulting work will be subjected to professional criticism of a kind that keeps the standards up.

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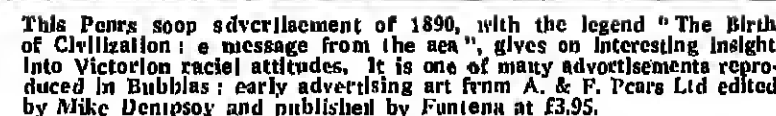
Both the editor and David Donnisss do a good demolition job on the simplistic notion of research being undertaken by government departments who now have to struggle to operate it. Policy research is not purely a matter of technique, and unlikely to be adequately sponsored by those responsible for policy. Donnisss, indeed, not only makes this point, but usefully draws attention to the time-lag between significant research and its eventual implementation. On a directly practical level, J. P. Martin's chapter, "Government as Clients for Social Science Research", makes particularly shrewd observations on the potential for misunderstanding between administrators and researchers.

The section relating to opinion

BOOKS

Utopias

1. Much of the written testimony represents the intellectual debates of a tiny minority of the educated elite and can in no way be said to indicate the feelings or opinions of the great mass of the population. Lomax attempts to provide a

[illegible]

whites of the metropolis than invest their energy in the generic villainy of Africa.

Even though they provide a force of taste of the hideous racist history of the present century, the "scientific" racists are peripheral to the main theme of the book. Lorrimer argues convincingly that the growth of racism during Victoria's reign cannot be attributed to the changing experience of Empire or to the theories of the scientists. Much greater attention needs to be paid to the changes in the metropolitan class structure for this was a critical factor in determining Victorian attitudes to race.

John Stone

Dr Goodwin then explores the nature of control and cohesion in Utopia, showing how in each case the device is used to consolidate control in existing society throughout a mercerive state, and to substitute controls which are rationallly perceived and internally enforced. This rejection of the reform involves a rejection of the political and economic and bureaucratic reform of the French revolution, and the type; hence, when the nupplance place value on such concepts as freedom and equality, they can only be redefining them. The greatest value in Utopia, though, is harmony. Dr Goodwin's thesis concludes with the analysis which shows that these non-scientific social scientists pose for their sophistical modern descendants.

The historian, if this book is intended for him, may well feel dissatisfied. Indeed, this work poses some important questions about the contrasting approaches and terminology employed by social scientists and historians.

Even that historian who learns to telec his lose of parimeters, analytics end problematic without complaint might balk at the edverb "paradigmatic," which appears on three occasions. Marston's exercise to delineate an abstract type, the historian would have wished that each historian's case should be, in the words of Trevor Roper, "separately and telefectually apprehended." This lack of telec is a little like the example of Robact Owen: ven little is said of the millenarian text, which historians would say is central to an understanding of his utopian thought, and nump a characteristic of it; a few would agree that Owen's activities in education and cooperatives reveal him to have been a utopian. The most realistic thing a utopian could do is that his utopianism had never been made to implement his theories.

Historians would not, however, quibble with Dr Goadwin's final verdict on the uronian theorists: that they articulated social alternatives for the Inarticulate, and that they applied the liberal philosophy of the Enlightenment to the unliberated society in which they lived.

Edward Royle

A pioneering mind

in this atlas one has the impression that the members that almost all cities and towns have been ignored. The exceptions are London, Belfast, York and London. For example, the map showing whether or not any sound is pronounced in the former quita wrongly included the town of the r-pronunciation. The atlas of rural Lancashire. The atlas might as well be a book of the information in the form of all elderly agricultural workers: no doubt a good source of conservative local dialect, but little use to the young and the uneducated and occupation highly unrepresentative of the population of the county as a whole. Perhaps the atlas should have been The English Atlas of Working-class Rural Dialects.

J. C. Wells

Stylistic analysis

able in Modern British Fiction
 in Joyce, Lawrence, Forster,
 Lewis and Green
 John Russell
 Hopkins University Press
 0 8018 2029 4

is a cautious enterprise. John
small beta out to study the styl
"Our most creative modern writ
Joyce, Lawrence, Forster
and Lewis and Henry Gre
he also declares his desire t
to "specimens . . . nu
ly experimental in form." H
studying Joyce without *Ulyss
or Finnegans Wake*, Lawrence
about *The Rainbow* or *Womans
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umps but out at their most cre*

He does this because him aim
to have same sort of norm
as artistic fiction, in short "The fact
is our most creative writers were
concerned to explode the conceit
of such a "norm"—if not the
unpleasantable old notion of
"fiction" itself—would seem
to be such an aim some way or
other. Gertrude Wolf does not
do without his sights or oil, and
may well think, though he
is included either, that some
where the host of Arnold Bonner
is smiling.

The method of investigation
is playful. Noting a tendency
toward mystic studies, toward

Richard Draai

The eight essays in this most of which have either appeared before or been delivered at seminars during the last six years discuss topics which are, as noted in his preface, "at the forefront of current thought and scholarship. They are not yet clearly or understood." They "include analyses and examples at points where different disciplines and areas of study meet." That makes this such a challenge and exciting book.

Many of these themes appear here as favorite topics. Steiner's, which he has written about or at least touched on somewhere. We recognize his concern with the cultural context of language, with the relation between what he calls "the public and the spectator of personality, and speech with 'language and silence,' changes in cultural patterns, their effect on reading habits, education, on the nature and of literature within civilization. We recognize, too, his characteristic

mixture of pessimism about in-
education and the cultural
ment of the modern student
literature (to say nothing of
modern common reader)
optimistic welcome for new
of thought. Above all we
nize his characteristic intelli-
generosity, his openness to
ideas, which makes so many
of our academic critics seem
and provincial by comparison.

Even when Steiner deals with the complex question of literary canon, such as the loss of that canon of literary references that informed old literature of the Western world for so many centuries and that English literature "framed Chaucer to Auden" this is a matter he refers to at times in different contexts, never as a source of any startling diagnosis or explanation, suggestion to offer. He has his favourite references, and this does not mean certain exclusion of others; but his canon of argument and his intense involvement with the literary, linguistic and more general cultural problems that he has to deal with, that such repetitions flow, with a vision one might almost say, the strange current of his thought and his sense of the vital concern they have for him.

For a critic so well versed in the tradition of Western literature, sometimes surprises us by noting as widely as he might, as he defines one end of the spectrum of the modern "metamorphoses" as the view that "we have too long danced our little dances, our very living is an interposing a secondhand soul between ourselves and the immediate being" without once in Emerson's "We are

Richard Draai

Steinle groups many settlers from which so many critics have sided. Consider, for example, the following observations: "Even in fact, the issue of the correlations between genuine literacy and an antiutilitarian value-structure, is to repudiate not of hard the coin, the mercantile illusions, the clattery vulgarly of populist accent which characterize the current climate of cultural-educational argument in the West." "The relations of the 'cultural' and of the 'democratic', of the 'classic' and of the 'socially just' are, at best, uneasy." "How is the 'closed' text to transpire in the 'open' university? Why not understand it realistically to be a suppression of the 'open' university?" "The fact of the 'open' university is a disturbing factor of the rule render and the demands for egalitarian satisfaction."

Steiner's tentative and profligate primary classification of the kinds of difficulty found in works of literature into the contingent, the modal, the tactical and the ontological—terms which he defines at length with carefully analysed examples; of each—provides a good example of his ability to move from minute particulars to fruitful generalization and is a genuinely seminal discussion. His remarks on language

The essay entitled "The Distribution of Discourse" is soaked in the awareness of the historical-sociological dimension of literacy. It is a piece of thinking aloud, rather discursive, even rambling, but throwing out ideas from the fairly obvious to the provocatively original. By comparison, his discussion of the development of the treatment of sex in literature between Jane Austen and our own time is positively magisterial in its handling of a tricky subject, though (characteristically) it ends with a question rather than with a summing up. Other essays move between exploring "frontier" territory in literary history and criticism, probing the implications of specific writers and literary works for the student of cultural history and of the workings of the human imagination, and trying to put, in a more general and tentative and persuasive, the future of literature and of literacy.

Reading these essays one is in a constant state of intellectual stimulation. A central function of literary criticism is surely to provoke thought, even illiquid, about literature and its place in our culture. This Steiner continuously does.

David Dalché

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Duncan Bythell

£14.50

Outwork in workers' homes was a feature of the early days of the textile, clothing, footwear, and nails and chain industries, and here Dr Bythell provides detailed accounts of their regional location and a chronology of their rise and decline in the 19th century, with the social and political repercussions that followed.

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HOLDING THE FORT

Studies in Victorian Revivalism

JOHN KENT

In this book, Professor Kent at Bristol University, who combines the approaches of the historians and sociologists of religion, has elucidated the way in which in the nineteenth century American and British revivalism effected one another, from Lorenzo Dow and the Primitive Methodists in the Napoleonic period, to Robert Paearell Smith and late-nineteenth-century Holiness revivalism at Keswick. Professor Kent casts considerable doubt on the myth of a second Evangelical Revival in England in 1858; he throws much new light on the early history of the movement, and on Anglo-Catholic revivalists who actually mounted a mission to London several years before the arrival of Moody and Sankey.

Many long-forgotten revivalists are brought to light, from Richard Weaver, prize-fighter and preacher, to Phoebe Palmer, the American woman whose teaching on holiness penetrated England through Peasegood Smith and Willem Booth. *Holding the Fort* will interest all students of the Victorian period, of the history of religion, of revivalism itself.

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BOOKS

A cure for alcoholics who want to be cured

Alcoholism and Addiction by Richard P. Swinson and Derek Raves. Macdonald & Evans, £4.50. ISBN 0 7121 0161 6.

The Young Drinkers: a cross-national study of social and cultural influences by Joyce O'Connor. Tavistock, £14.25. ISBN 0 422 76380 1.

Alcoholism and Treatment by David J. Armor, J. Michael Polich and Harriet L. Stambul. Wiley, £11.75. ISBN 0 471 03550 5.

There are three new books on alcohol and its abuse: one a general text on alcoholism and drug addiction; the second a detailed comparison of the drinking habits of young adults in Dublin and London; and the third is a report commissioned by the RAND corporation on the treatment of alcoholism, now published in book form, which created a considerable furore at its first release in 1976, when it was taken to show that recovered alcoholics could safely resume drinking.

Swinson and Raves's *Alcoholism and Addiction* is aimed at doctors and sixth-formers; and therefore eschews the methodological detail which characterises the two research reports reviewed here. It brings together a vast range of information about normal and abnormal alcohol and drug abuse; about the social and individual factors associated with alcohol and drug dependence; and about the medical, social and legal responses to the problem. The authors' clear style and determined personal stance will convince this book as an aide-memoire to doctors and other socially concerned individuals; but it is unfortunate that the literature reviewed omits all research published since 1973.

O'Connor's *Young Drinkers* is, all too clearly, a PhD thesis with all the attendant apparatus. The decision by the publisher to supplement the 160 pages of substantive text and tables by including a further 120 pages of additional tables, reproductions of the questionnaires used and so on, must have considerably inflated the price, and thus reduced its likely circulation. It is doubtful whether many readers, however interested they may be in the testing of drinking stereotypes of the Irish and English will wish to pay £14.25 in order to pursue the fine detail of the study.

Dr O'Connor first sketches the historical background to drinking and the temperance movements in Irish and English societies, before describing her comparative drinking habits among the 18-21 year olds she interviewed: an urban Irish sample, living in Dublin; an urban English sample, living in London; and a third sample, rather confusingly labelled "Anglo-Irish", for they were in fact Irish-born individuals now resident in London. One may query the bias introduced by interviewing only those 18-21 year olds who were still living in the parental home.

Ireland was found to provide an antithetical setting in which to study drinking habits; young people there were exposed not only to more problem drinking but also to more determined patterns of abstinence than were their English contemporaries. These latter young people came to view moderate drinking in a more positive light, whereas the "Anglo-Irish" young people were unable to adopt either the English or the Irish stance. They (and their parents) were in general much heavier drinkers than members of the other groups, and drank more frequently and more drunk-intoxicated problems. Dr O'Connor uses the comparisons between

the three groups to illustrate the general point that we need to consider the interaction between culture, the influences of parents and peers, and personal factors when we try to explain the drinking patterns displayed by the individual. Although the RAND report, *Alcoholism and Treatment*, was commissioned specifically to evaluate the effectiveness of the alcoholism centres established throughout the USA in 1971, it has profound implications for research in the UK, for our basic understanding of how alcoholism processes work. For its major finding can be very simply summarised: this crucial factor in remission would seem to be the alcoholic's decision to seek and remain in treatment, rather than the particular nature of the treatment he received.

Data are presented to show that, regardless of the type of institution studied or the programme followed, the rate of remission from alcoholism remains remarkably constant, fluctuating from the generally accepted 10 per cent. Even those clients who received treatment in several settings—for example inpatient and then outpatient—showed the same level of remission. The research has clarified other problems in terms of group or individual therapy, the use of the drug Antabuse, the level of professional training of therapists, and the client's self-efficacy at the centre. Despite manifest differences in the philosophy and treatment of alcoholism, there was a striking uniformity in remission rates.

These minor differences which were found between treatment centres were attributable to the individual characteristics of the clients and to the more general factors of instability of job and marriage, severity of symptoms and (to a

lesser extent) lower socioeconomic status. Even the key prognostic factors for treatment success, although the authors are quick to emphasise that many clients whose prognosis was worst none the less showed some improvement.

Armor, Polich and Stambul offer a multistage model of the descent into alcoholism and the recovery process; for their findings indicate that different factors are important at each stage. Thus, whereas recovery from alcoholism is best predicted by the alcoholic's decision to stop or cut down his drinking, this decision is not strongly related to these social psychological factors which had been associated with the onset of heavy drinking; nor is the set of factors (mainly to do with the avoidance of withdrawal symptoms) which maintain the heavy drinking habit once attained.

Largo-scale survey presentations, with multiple analyses of data, can make studying reading. The RAND authors succeed in highlighting this burden, without renegeing on their responsibility to the statistically and methodologically inclined reader: considerable thought has gone into the selection and presentation of data to accompany the text.

One of the major problems is that of under-reporting; but the authors have largely disarmed potential critics by collecting from a further group of respondents not only their self-reports, but also—subsequently—blood alcohol levels to validate the self-reports, which could have further strengthened their argument by reference to research on the effectiveness of

psychotherapy. For many years now, research here has been telling a very similar story about the importance of non-specific factors in the recovery of patients. Whether the under-reporting is due to conscious deception or to the chances of recovery are best predicted by the strength of the commitment to therapy, and other factors unrelated to the therapy itself.

Alcoholism and Treatment is a beautifully presented and important research monograph, and it is also the record of a conference held in 1976, one of its findings was taken to imply that alcoholics might, after treatment, safely resume drinking. There followed a heated public and professional debate; and, as one of the speakers to the book, the authors have included some of the best critical essays aroused, together with their own response to the attack focused on the study's methodology; but, far from this being a record of a parochial argument between a team of social scientists researching alcoholism and (mainly) the more traditional hospital treatment professionals, it is common sense makes fascinating reading. For example, we have the National Council on Alcoholism denouncing the report as "dangerous and unscientific", when it had yet to see a copy of the report. As the authors remark, it is common sense research findings fail to support the conventional wisdom, and especially when they are contrary to the deeply held beliefs of various interest groups, that there follows a hasty examination of the research assumptions and procedures. This lengthy appendix turns an important study into a document worthy of study by the historian of science.

Christopher Spencer

Success and failure in logical tasks

Thinking in Perspective: critical essays in the study of thought processes edited by Andrew Burton and John Radford. Methuen, £8.00 and £3.95. ISBN 0 416 85830 9 and 85840 6.

Cognitive psychology, the subject of this new volume edited by Dr Burton and Dr Radford, is about the way in which we understand and think about things and events. Because it deals with complex questions it is without doubt the most complicated branch of psychology. Yet it has grown enormously during the past 10 years or so, and the reasons for this growth are themselves instructive.

For a long time investigation into the more complex parts of human behaviour was held up by psychologists' obsession with discovering the simplest possible units of behaviour. Behaviourists thought that in the end they would reveal all

with the help of their beloved stimulus-response connections. They felt, as Wetherick's chapter in this volume shows, that they should look for their crack of gold in very simple forms of learning before they tackled thought processes seriously. When other "silly" young people were still obviously empty-minded, psychologists began to turn to other approaches and other models, which had in common a concern about looking at complex behaviour. This was when cognitive psychology really got going.

Bravely speaking there were two new influences. These were the theories inspired by analogies with machines and information processing (described in a particularly clear chapter here by Wilding) and the work of Piaget, which is dealt with in a number of places here, most notably in a chapter by Butterfield. The more sophisticated the achievements of the cognitive psychologists, the more willing they were to use a measure to look at similar

human skills. One result was the look at rather subtle logical moves, such as deductive inferences, as really very simple inferences, as is shown in Evans's chapter in this book. Then Piaget's work on logic in children, though tiresomely and unnecessarily pessimistic, did confirm that it is quite easy to think in a straightforward way on very complex skills.

One of the main things to come out of this new research was that people are not perfect cognitive machines. Given abstract problems they often make some very basic errors. In a way this was already well known by intelligent teachers and by psychologists, but it was the discovery of the "relevance" of these errors, and the discovery that they are not random mistakes, but to a new and important turn in cognitive psychology, that became clear. For people who fail miserably in one version of a logical task succeed very well

when the same task is given in another form. Usually, they do better when concrete and familiar material is used, a fact which turns out to be as true of children as it is of adults. If cognitive psychology has a particular contribution to make to education, for example, it is surely in covering what it is that allows people to use their abilities effectively in some environments but not in others.

That we have the tools to find this out is very clear from Burton and Radford's book. It gives an excellent though slightly heterogeneous account of what is now a very exciting topic indeed. It leaves only one thing out, and that is the empirical work on language and its relation to our behaviour. If we ignore the fact that human beings spend a lot of time talking, to each other we probably will not put thinking completely into perspective.

P. E. Bryant

The stages of symbolic thought

Cognitive Development: research based on a neo-Piagetian approach edited by J. A. Kears, K. P. Collis and G. S. Halford. Wiley, £14.00. ISBN 0 471 95905 3.

Two major approaches to the understanding of cognitive growth during childhood can be discerned in Western psychology. One, exemplified by Binet, holds that intellectual proficiency grows by small increments in a more or less continuous fashion; the other, favoured by Piaget and his followers, sees the child's mind as developing discontinuously through a succession of intellectual metamorphoses.

These approaches are not necessarily incompatible and may just reflect the features of intellectual growth upon which the attention of the researcher is focused. Since Piagetian theory postulates a developmental sequence of stages, a detailed analysis of the classical stages of symbolic

thought, relatively little attention is paid to the sensor-motor or pre-symbolic stage. The extensive empirical work reported appears to be almost entirely devoted to the study of the principal features of Piaget's work by parts from that model in many of its details. The work of Halford, for example, suggests that the stage of transition from preoperational to concrete operations may be potentially a bit earlier than is supposed to be the Piagetian tradition.

This book also contains an excellent discussion of the theory of the relation between language and thought and stimulating essays on the significance of mathematics for the teaching of mathematics and history. The last two essays comprise a penetrating analysis of the stage of formal operations, and logical thinking, a theme which is often neglected in works of this nature.

Any book with seven contributors will have a few idiosyncratic interests as these runs the risk of becoming a

stylistic conglomeration. Kears, Collis and Halford, however, have done a splendid job of editing and have achieved a balance between presenting a summary of presentation and stimulating analysis. The book would be untried to describe that it is a highly readable book but the editor to impute blame to the contributors or the editors. The problem lies in the inherent difficulty of the ideas conveyed.

Potential readers should be warned that this book is by no means a new recruit to the vast regiment of primers in Piagetian psychology. It is a scholarly work which demands a facility with logical nomenclature of Piaget's recent work and familiarity with the more esoteric readings of the theory. Those who are the more parod will find this book a contribution to the branch of psychology conveyed by this.

Bryant

BOOKS

Baffled brains

Human Neuropsychology by Henry Hecaen and Martin L. Albert. Wiley, £16.20. ISBN 0 471 36735 4.

An eminent research worker was once investigating a brain damaged patient who suffered from amnesia; he carried out careful tests of the patient's memory over 10 sessions. At the beginning of each session he would show the patient his favourite pen and at the end would enquire whether the patient recognized the pen. Despite the number of times he had seen it before, at the end of the final session the patient still denied any knowledge of it. In despair, the investigator decided to try a new question and asked the patient: "Do you know who I am?" The patient replied: "Of course, you're the man with all those fountain pens."

Whether or not it is apocryphal, the story nicely illustrates the qualities of the effects of brain damage in man. Research on the subject is beset by difficulties. Brain lesions caused by disease are usually diffuse and their exact extent can only be established at post-mortem. The same lesion may produce different effects in different patients because the same function is not always located in the same part of the brain. It can be hard to decide which symptoms are caused by the primary damage and which are a secondary effect produced through changes in mood or because the patient himself expects brain injury to have particular consequences.

Despite these problems, the subject has made considerable progress over the last two decades, though it must be said that neurological studies have provided more information about where in the brain particular functions are located than about the much more interesting question of how they are carried out. Moreover, the results are often misinterpreted and have given rise to such widely believed myths as that the left hemisphere normally carries out

analytic and logical operations, whereas the right is synthetic and creative.

Henry Hecaen works in Paris and is one of the experts in this field. Human Neuropsychology, written in collaboration with Martin Albert, is a comprehensive survey of the results of neurological investigations. It is an immensely learned, scholarly and worthy book and will provide specialists with a comprehensive source of reference. For several reasons, however, it is not an easy book to read. The authors place much emphasis on classifying the effects of brain lesions—nearly two dozen different aphasic defects are enumerated, many of them overlapping with each other; for example, beyond this level of difficulty unless it is carried out with some subordinate goal in mind which will provide clear criteria for distinguishing different classes.

Moreover, the authors tend to review the effects of brain damage in the light of all possible theories of human cognition and they rarely make it clear which theories they themselves prefer. At times they are even reduced to evaluating theories by adding up points in favour and against. Finally, parts of the book are hard to follow, and the obscurity of the ideas put forward is often matched by the obscurity of the language in which they are expressed. The following passage is not untypical:

"In this context, the construct of the unity of aphasia may be seen only in the context of accepting language as an integrative synthesis of a collection of different functions. Aphasia may thus appear as a disorder of the unity of language since it results from a disruption of this integrative synthesis, although the manifestations may vary according to the structural level involved."

The expert will rejoice in the monumental scholarship that has gone into the preparation of this volume, but others may find the mouth of detail more baffling than illuminating.

Stuart Sutherland

Memories are made of this

Aspects of Memory edited by Michael M. Gruneberg and Peter Morris. Methuen, £8.00 and £3.95. ISBN 0 416 70550 2 and 71350 5.

The editors have set out to produce a book which, by providing a collection of essays from well-known psychologists on a selection of different aspects of memory, will motivate the new student of memory to read deeper into the subject.

The throttle of the book is opened with a chapter by Michael Warburton entitled "Theoretical Issues"; although he makes no provision for the chapter deals with the old, old issues of how many memory systems we have, and how many states of memory can be isolated. Atrocious ideas such as "the boxes-in-the-head structuralism of the 1950s" and "the emphasis is now on flexibility, on operations, on strategies" are regrettably not pursued.

The issue of the description of stages of processing is neatly taken up by Peter Morris's chapter on encoding and retrieval. It is a chapter of unrelated discussions, but will prove useful all the same. His review of the levels of processing approach, the interference effect, and the study of meta-memory is well written and appropriate, but the book does not tell a story. Morris's discussion of forgetting implies that forgetting is something undesirable. This may be so in some instances, but given the vast amount of information we inspect each day, not having a device for successfully forgetting some of it would be a disaster.

Some of the excellent chapters, such as Miller's excellent chapter on memory, are absolutely nothing new. The book's assumptions that physiological psychologists will give us no insight into the problems treated in the other chapters of this book, and that the relationship between language comprehension

and semantic memory are of course unapproachable, but that is no story.

A thoughtful and provocative chapter on developmental aspects of children's memory is offered by Paul Harris. This is a most valuable discussion of how children come to be aware of the limits of their memory systems, and the strategies which they occasionally use to transcend these limitations.

Hopelessly out of date is a chapter on development in memory by John Belmont. It is a conscientious summary of contemporary views, but needs to be read before Harris's chapter to gain a fair impression of its value.

The book finishes with a fascinating though defensive chapter on the phenomenology of memory by Michael Gruneberg. It deals with what we personally know about our own memory systems (now known as the study of "meta-memory"), and with some strategies for circumventing our own memory problems. Gruneberg presents a whole library of data to demonstrate that when we feel that we know something, but we cannot retrieve it, we do not actually know it. He does not, however, take the discussion into an explanation of where the feeling comes from. There are many more questions to be investigated here, and the study of meta-memory is sure to gain a great deal of attention over the next few years.

This book does not present an exhaustive treatment of the psychology of memory—there are already plenty of books around which do this—and the introductory chapters of some of the chapters will be a deterrent to many. However, with a little guidance on which directions to read, the new student may well find himself engaged by the problems, and the investigation of how the active individual can get around those problems.

Geoffrey Underwood

Learning

The Development of Thought: equilibration of cognitive structures by Jean Piaget. Blackwell, £8.50. ISBN 0 631 189 106.

This is an account of possibly the most central and certainly the most obscure of Piaget's theoretical concepts, the notion of equilibration. The central idea is the familiar Piagetian thesis that knowledge develops not only from the experience of objects but simply from internal programming but from a process in which the subject's interpretations are checked against the evidence available. It is the perception of imbalance between these interpretations and that which is observed that leads to the development of compensations which both restore the cognitive system to equilibrium and advance knowledge of the world. In the course of conceptual development we become more capable of dealing with the disturbances created by new observations.

Initially, in reacting to new characteristics that are incompatible with current knowledge, the child will fall to adjust fully his activity or only partially adjust it. This arises the mistakes typical of pre-operational reasoning, egocentrism and failures in seriation and classification. Beyond this level, however, the child does become able to integrate new characteristics into a system: a classification will be re-cast in order to coordinate a new category with existing ones, or a causal explanation contradicted by an unexpected fact will assume a form that can take this into consideration. Finally, there develop systems, formal operations, which are capable of anticipating possible variations, and on variations become predictable they no longer disturb the system. The highest form of equilibrium is represented, therefore, by a context-free deductive system whose operations can be applied in retrospect for any possible disturbance.

This is not a book for those seeking a general explication of Piaget's work. It is too concerned with an attempt to elaborate the formal aspects of the equilibration process to the point where, even though it is, it does not qualify as an account of the development of thinking, for too much is omitted. There is no systematic description of the course of the development of thinking, no attempt to place the Piagetian literature alongside the findings of other workers, and there is, as always with Piaget, the presupposition that the development of logical-mathematical models effectively exhausts what can be said about the problem, of how we come to understand the world, with the result that possible differences in modes of thought are overlooked.

The book is, however, the most systematic and up-to-date presentation of Piaget's concepts of equilibration and its appearance now is particularly welcome in view of the doubt that recent work has raised about Piaget's theory. There is growing evidence that young children are not as egocentric or illogical as Piaget has claimed, and that they are on the classical ones. This evidence is interpreted to signify that in certain, crucial respects Piaget's theory is wrong. We used not accept this conclusion, as Piaget's discussion of the concept of equilibration helps us to see that the discovery of diversity of performance across different tasks among young children is perfectly compatible with a theory which holds that intellectual development is a function of both operational competence and task complexity. Moreover, there is no need in appeal to factors supposedly extrinsic to operational development in order to explain the difficulties of the young child's actions of "poor" performance of the task to the child. We can, instead, agree with Piaget when he says that the mind spontaneously concentrates on the affirmations and on the positive characteristics of the objects and actions, while the negations are constructed only secondarily and laboriously.

Piaget's critics are especially recommended to this book. It might constitute a disturbance that would propel them to a more balanced assessment of his work.

Neil Bolton

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Ernest Chua

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0471 04462 8 742 pages October 1978 WIE £12.00/£6.95

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edited by W. K. Estes, Rockefeller University, New York.

This reflects a single theoretical orientation which, although characterised by the term "human information processing" in the current literature, ranges over a broad spectrum of cognitive activities.

0470 28310 5 360 pages June 1978 £27.30/£14.00

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You won't feel a thing

The Placebo Effect in Healing
by Michael Joseph
London, £13.95
ISBN 0 669 01611 X

"Most people get well all right if they are careful and give them a little sensible advice," says Bernard Shaw's Dr. Schreimacher whose successful practice was based on the prescription of placebos and the suggestion of "Cure Gnommum".

Like most qualified and unqualified physicians from time immemorial Dr. Schreimacher was exploiting the power of the placebo, a word which has been part of the medical vocabulary since the late eighteenth century. Its original meaning (literally Latin for "I shall please") has been much expanded and the term is currently defined as "any therapeutic procedure (or that component of therapeutic procedure) which is deliberately given to have an effect on, or does have an effect on, a symptom, syndrome, or disease, but which is without specific activity for a condition to be treated".

The keyword in this definition is "specific". Only since the chemotherapeutic revolution of the twentieth century has made it possible to prescribe specific drugs for specific diseases have physicians come to appreciate the significance of the non-specific elements of the treatment process. In this broader context the placebo has become the subject of scientific inquiry in its own right, taking its place in a spectrum of non-specific factors in treatment, along with the outlook and attitudes of the healer, the setting in which treatment is administered, and since not everyone responds to placebo, the personal characteristics of the "placebo reactor".

The placebo is incorporated as an important component of the experimental design of the controlled clinical trial. Many widely prescribed remedies in Western society are pharmacologically inert and, still more strikingly, numerous forms of folk medicine practised all over the world depend on a combination of traditionally accepted placebos administered in the setting of shared belief. The variety of conditions recorded as responding favourably to placebo is extensive, and includes pain and structural disease as well as the minor and emotional disorders.

Further, since placebo effects are associated with the efficacy of not only drugs but also crude physical measures like physiotherapy and surgery it is not surprising that the psychological forms of intervention should be even more closely linked with the placebo response and that the psychotherapeutic encounter has come under scrutiny as an example of mutually reinforced suggestion by both the patient and the therapist. Finally, the study of the mechanism of the placebo response has extended to impinge on not only the age-old phenomenon of faith and suggestion but to the most modern laboratory investigations of endorphin activity.

Here, then, is a theme which could lend itself to a broad imaginative development which the author of this book unfortunately fails to provide. Dr. Joseph is a clinical psychologist who has assembled and summarized a large literature to which he appears to have made no personal contribution. Perhaps it is this lack of involvement which accounts for the somewhat mechanical nature of his review. None the less, he gives enough information to arouse the non-specialist reader's interest in a fascinating topic.

Michael Shepherd

BOOKS

His masters' voices

Masters of Social Psychology:
Freud, Mead, Levin and Skinner
by James A. Schellenberg
Oxford University Press, £5.75
ISBN 0 19 502278 5

"Social psychology still shows the heritage of past masters in its pre-dominant schools of thought," and so Professor Schellenberg has chosen to approach these schools of thought through accounts of the personal contexts in which their theories were devised.

Freud, Mead, Levin and Skinner are the chosen masters and the basis of the book is a series of lectures given during a sabbatical year in Ireland where, we are told, the intellectual calibre of the students did not measure up to the author's fantasy of European academia. Presumably sadder and wiser, he is presently head of the department of sociology at Indiana State University.

An original viewpoint on Freud must now be all but impossible and Schellenberg does not depart far from well-known facts about the man or his work. If, as he says, psychoanalysis is "the most intellectually exciting theory of socialization known to modern social science", there is the paradox that while it viewed neurones as products of abnormal social experience, it could lead itself to a broad imaginative development which the author of this book unfortunately fails to provide. Dr. Joseph is a clinical psychologist who has assembled and summarized a large literature to which he appears to have made no personal contribution. Perhaps it is this lack of involvement which accounts for the somewhat mechanical nature of his review. None the less, he gives enough information to arouse the non-specialist reader's interest in a fascinating topic.

Michael Shepherd



B. F. Skinner, in whose theory there is a "dogmatic exclusion of possible internal factors affecting behaviour."

of possible internal factors affecting behaviour. On the other hand, "these very biases have helped operant psychology to do what it can best do - provide clarity and vigour in developing an intellectual base for the manipulation of behaviour". When Skinner's theory is related to the other three, various contrasts and similarities are drawn out, but they are finally seen as being complementary rather than as rivals. This is very fair, but it is rather like the cocus race in *Alice in Wonderland* where everybody is the winner.

Schellenberg writes with a refreshing freedom from jargon, though with occasional lapses into journalese ("As a young doctor in Vienna carefully probed his patient's psyche...") and readers outside America will have to take it on trust that "the details of a philosopher's style are not fully contained in his career, run overage". The biographical approach is reasonably successful, but is not developed to any significant depth, and knowing Mead's height and weight adds little to his appreciation of his theories. Students beginning social psychology will find this material of interest and, as an inexpensive paperback, the book would have been useful. In his present form, though, it borders dangerously on vanity publishing.

Hugh Freeman

Psychology's identity crises

Current Crises of Psychology
by Gordon Westland
Hemmen Educational, £6.50 and £2.50
ISBN 0 435 82943 2 and 82944 0

Mr Gordon Westland thinks that "psychology" is passing through a series of crises. His evidence is that critics say so and he quotes them two or three to a page.

The work psychologists do, apparently, is of limited applicability, too much concentrated in the laboratory, too reliant on out-of-date machine statistics (in terms), too mechanical, too deterministic, too experimental (rather than clinical), too easily published, and insufficiently ethical. A chapter is devoted to each of these structures. Some attention is also given to authors who criticize "psychology" on precisely opposite grounds.

At the end of each chapter there is a section of comments and a final conclusion. In general, Mr Westland finds a grain of truth in all his quotations: there is something to be said on all sides. In an far as one can determine his own views, they are non-controversial: he tries to find "a balance between opposing substantive arguments".

Many of the issues raised are familiar in other contexts. Can anthropologists really tell us about "the universe" as opposed to giving a feeble interpretation of the dissonant points of light and, really, signals? Can biologists really substitute for human beings, based on observations of animal behaviour? How much of the enormous output of material in journals devoted to physics and

biology is sheer rubbish? Such questions cause controversy but do not lead to suggestions that either science is in crisis.

The trouble with "psychology" is that everyone regards himself or herself as an expert and people like Mr Westland find it difficult to resist giving all the critics an equal status. Starting with the ground question, "What is psychology?", he exorcises this reluctance. It is as though a novelist had to answer the question, "What is prose?" before beginning to write. If someone claims of pain in the centre of the chest radiating down the left arm (which is the symptom of a heart attack), the investigator calls himself a "cardiologist" or a "psychologist". What really matters is the quality of the work and the extent to which it leads to the acquisition of new knowledge or to useful applications. The precise label attached to the field of investigation and the diversity of skills required is much less important.

The author keeps returning to an even greater question: "What is science well as it does not seem to be on very familiar ground. His sole, rather compelling, reference to Karl Popper is followed by the statement that philosophers of science almost invariably take theoretical physics as their paradigm. Perhaps it is as well that he does not use Popper's controversial ground. But Frankfurt school as a text for his chapter on "The Science Crisis" since it would be difficult to reach a balanced conclusion. I should, however, have liked Mr Westland to have given some advice as to how to determine standards of quality. One way might be to examine in some detail work, such as that by

J. K. Wain

BOOKS

Children and aphasic adults

Language Acquisition and Language Breakdown
edited by Alfonso Caramazza and Edgar B. Zurif
Johns Hopkins University Press, £12.25
ISBN 0 8018 1948 2

In 1904 Ribot published some observations on the loss of memory in dementia. In these patients he found that recent memories were the most seriously affected while memories more remote in time were progressively less impaired. The observation was dignified with the title "Ribot's Law" and is still referred to in textbooks.

A corollary of Ribot's Law crops up in work on language with the apparent similarity between the processes of language acquisition and the breakdown of language in aphasia. The idea of "development in reverse" in aphasia which has been associated with the names of Jackson, Freud and Jakobson is described in the course that complexity is a factor in both language acquisition and language breakdown. For example, the comprehension of syntactically complex sentences develops relatively late and is most vulnerable in aphasia. However, it may well be that this similarity on this superficial level since children and aphasic adults employ different strategies and have different problems.

This book contains 15 articles grouped into three parts: speech, perception and production, the processing of syntax and meaning, and a single paper on the neuro-anatomical perspective. The four papers on speech explore a number of issues. Two are concerned with the question of whether deviant language can be characterized in terms of earlier forms of development.

Both address the issue through production errors which are analysed as deviations from the intended target. The other two contributions focus on abnormal language function in an attempt to reveal the general mechanisms which underlie the perception of language.

The second section contains contributions which deal with a range of comparisons between language acquisition and language breakdown, including language production, sentence comprehension, the importance of memory, the language capacities of the two groups, and the use of various measures of language comprehension, the comprehension of complex sentences by children and aphasic patients and language performance in the context of a wide variety of linguistic tasks.

One thing which emerges clearly from all of this is that both the young child and the adult aphasic are less than normal in their language processing capacity. The acquisition of language skills is governed by both syntactic and semantic complexity and is characterized by the learning and organization of structures. Data from brain-damaged adults provide insights into language processing which do not emerge from developmental studies and it now seems quite clear that both children and adults are not the same. It is not clear that Ribot's Law should now be repealed.

Aphasia is plainly not a simple regression. Gordon's paper on the development and breakdown of symbolic capacities, in which he is concerned with the relationship between different symbolic capacities, is especially interesting. The concept of symbol is used broadly to refer to any element which can denote or express an idea or feeling. Various symbol systems used

to communicate information are explored: words, numbers, letters, diagrams and works of art. The similarity to artistic style and to pictorial and linguistic metaphor is compared in children and brain-damaged patients. This leads on to a comparison between children and adult aphasics in acquiring a new symbol system. The steps through which children pass in developing the capacity to produce representational drawings, from scribbles to the depiction of scenes, is set alongside the steps through which adult aphasic pass in learning a new form of visual communication system. The results show suggestive parallels between children and aphasic as well as significant differences.

Until recently the cerebral hemispheres were believed to be symmetrical, such asymmetries as were observed seemed insufficient to account for the striking functional differences, especially in relation to language. Over the past decade, however, new techniques, such as computerized X-ray tomography, have generated a large body of data showing that asymmetries do indeed occur. In the concluding paper LeMay and Geschwind provide a valuable review of this material. The significance of the observed asymmetries, some of which are present at birth, is also considered.

With this collection of essays the editors have done a valuable service in juxtaposing such rich and fascinating material from the opposite ends of language studies. It is still too soon to draw firm conclusions about the relationship between language development and breakdown but there can be little doubt that Ribot's Law should now be repealed.

Kevin Connolly

Computers and thinking processes

Artificial Intelligence: an introductory course
edited by Alan Bundy
Edinburgh University Press, £5.00
ISBN 0 85224 340 5

If you severely harbour the desire to yell "go jump in the lake you rotten swine" at a colleague you can now do so with the excuse that you are participating in a new approach to the study of intelligence. For the author's discussion of natural language commences with a simple insult-generating program capable of producing this output: Choler ephets may come to mind: the reader is asked to write a program to produce at least 100 insults in any preferred natural language.

This example is characteristic of the general approach of the book, which aims to illuminate some of the transformational structures and processes that might underlie human thinking by encouraging the reader to think about these in computational terms. The book is based on the first undergraduate courses on artificial intelligence to be given anywhere in the world, a course given to psychologists and philosophers as well as students with some background in computer science. In conjunction with lectures and practical programming exercises (detailed guidance to which is provided), the book

should prove a very useful introduction to the methodology and general intellectual significance of AI. Great care is taken to show the LOGO and LISP programming languages, for example, but he is not to express structures and processes analogous to those that might be used in our own thinking. The topics covered include natural language, question answering and inference, visual perception and learning.

For the benefit of those who have no experience of computing, and perhaps on uneasiness with regard to abstract formalisms, most examples in the book are given in the LOGO language (although LISP transitions are provided, since LISP is more commonly used). This language was originally developed so as to be intelligible to, and fun for, very young children. (My own 10-year-old had his first experience of writing LOGO programs two years ago, and since then has eagerly grasped every opportunity to get back onto a computer, using computer to play with this thinking-medium some more.) There is an excellent section on the dos and don'ts of programming, with principled remarks and useful hints that tell the reader a great deal about programming—and about thinking in general. This last, of course, is the object of the exercise. Because of the relative intelligibility of the LOGO language, the book could fruitfully be read by

people having no access to computers. Its usefulness will be enormously increased if it is read by readers (like the course undergraduates) who have computers available so that they can try out the exercises for themselves. With or without a computer, the strength of this book is that it goes into sufficient detail on the examples to discuss to enable the reader to develop an insight into the difference between "clear thinking" and "really clear thinking". To put the same point in a different way, it helps the reader to appreciate what would be required of a really excellent psychological theory—a theory that made explicit not only what goes on in our minds when we think, but how it goes on. These issues are highly relevant, but increasingly many philosophers and psychologists feel that a useful way to clarify them might be provided by the computational approach. As yet there are very few introductory textbooks in AI, and so very few pathways leading the uninitiated to the pasture (not to mention the thickets) of AI.

This book is a welcome addition to the literature and is especially recommended for use in courses where non-computer scientists are introduced to the programming methodology.

Margaret Boden

Among this week's reviewers

David Berry is senior lecturer in Psychology at University College, Cardiff.
Bryan Bett is senior lecturer in psychology at Strathclyde University.
Margaret Boden is reader in psychology and psychology at Sussex University.
Nek Bolton is professor of education at Sheffield University.
Michael Brock is Oxford worden of Psychology at Oxford.
P. E. Bryant lectures in human experimental psychology at Oxford.
Kevin Connolly is professor of psychology at Sheffield University.
A. E. M. Coxon is professor of social research methods at University College, Cardiff.

Richard Drain is senior lecturer in English at York University.
Hugh Freeman is consultant psychiatrist at Hope Hospital, Salford.
Declan Martin lectures in sociology at Bedford College, London.
J. P. Martin is professor of sociology and social administration at Southampton University and author of *Violence and the Family*.
Timothy Mason lectures in history at Oxford.
Neville Maxwell is senior research officer at the Institute for Commonwealth Studies, Oxford.
Edward Keyte lectures in history at York University.

Michael Shepherd is professor at the Institute of Psychology, London.
Christopher Spencer lectures in social psychology at Sheffield University.
John Stone is a research fellow at St Antony's College, Oxford.
Stuart Sutherland is director of the Centre for Research on Perception and Cognition at Sussex University.
Geoffrey Underwood lectures in psychology at Nottingham University.
J. C. Wells lectures in phonetics at University College London.
J. K. Wing is professor at the Institute of Psychiatry, London, and his latest book is *Reasoning About Madness*.

Psychoanalysis and Language

Psychiatry and the Humanities, Volume 3

Edited by Joseph H. Smith

The contributions in this volume focus on the place of language in the development and general nature of the mind. They range from the purely linguistic perspective of Noam Chomsky to the purely psychoanalytical perspective of Hans Loewald. £14.40

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Applicants should be British or Commonwealth subjects, and should be of some seniority, with a knowledge of at least one of the languages of the area. Experience of negotiation, of a salary in the British Universities Sector, would be an advantage. The post is a five-year contract, renewable for a further five years. Travel, subsistence and office allowances will be negotiated. The post is vacant from March 1, 1979, and should be taken up not later than October 1, 1979.

Applications, with the names of two referees, should be sent to: The Secretary, The British Academy, Burlington House, Piccadilly, London W1V 0NS, by January 31, 1979.

UNIVERSITY OF DUBLIN Trinity College

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Further information may be obtained from: The Secretary, West Theatre, Trinity College, Dublin 2.

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UCA NORWICH

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The Committee invites applications for the post. Persons with appropriate qualification and experience may write privately to the Chairmen of the Committee (The Pro-Chancellor and Chairmen of the Council, Mr. T. J. A. Colman) care of the Registrar and Secretary, University of East Anglia, if possible no later than the middle of January, 1979.

The Committee would also welcome suggestions of the names of persons suitable for consideration and these should be sent to the Pro-Chancellor.

The Council reserves the right to appoint to the post by invitation.

Information about the University and further particulars of the post may be obtained from the Registrar, University of East Anglia, The Registry, Norwich NR4 7TJ.

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Applications are invited for the post of Director of the newly established Centre for Language and Communication Studies. The successful applicant will be responsible for the organization and development of the Centre to service with and academic departments. Applicants should have teaching and research experience in linguistics or communication studies. Experience in foreign language teaching would be an asset.

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Further particulars may be obtained from: The Secretary, West Theatre, Trinity College, Dublin 2.

to whom applications should be sent, preferably before 30th January, 1979.

UNIVERSITY OF CAPE TOWN

DEAN OF THE FACULTY OF SCIENCE

The above permanent full-time post will become vacant in the near future on the retirement of the present incumbent, Professor J. S. de Wet.

It is hoped that the new Dean will assume duty during 1980 but the standing will be able to provide the necessary academic leadership. The successful person should be a first class academic leader, C. van Rie, Chairman, Search Committee, University of Cape Town, Rondebosch 7700, South Africa. Alternatively, we would welcome suggestions for suitable candidates from our colleagues in the academic community.

The University's policy is not to discriminate in the appointment of staff or the selection of students on the grounds of race, religion or colour. Further information on the implementation of this policy is obtainable from the Registrar.

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THE UNIVERSITY OF LANCASTER

CHAIR AND DIRECTORSHIP

of the Centre for the Study of Arms Control and International Security

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Applications are invited for the post of Research Associate in the Department of Mechanical Engineering. The successful candidate will be responsible for the organization and development of the Department of Mechanical Engineering. Applicants should have a good knowledge of the mechanical engineering industry and a strong academic background. Salary will be within the range £7,500-£9,500. There is a non-competitive salary scheme. Applications should be sent to the Registrar, Trinity College, Dublin 2.

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Age Group	Percentage of Respondents
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50-69	75%
70+	70%

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Research Posts

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Applications are invited for the posts of Research Officer and Research Assistant to work on a three-year PhD funded project in post-basic nursing education as part of a research programme led by Dr. Will Griffiths. They will work on a project involving the experience of nurses and students during the post-basic courses which the Joint Board co-ordinates and supervises, and their sub-sequent careers inside and outside clinical nursing.

The Research Officer will have a background in quantitative/statistical research in nursing, education, or some complementary field. This post will be open to nurses and non-nurses. The Research Assistant will have a nursing qualification and some background of academic study. It may be possible for the Research Assistant to register for a higher degree as part of the project. Both posts will be London based, but will involve travelling throughout the United Kingdom.

Starting salaries for both posts will depend upon qualifications and experience within the following ranges: Research Officer £2,800-£3,500 plus £450 London Weighting; Research Assistant £2,300-£2,800 plus £450 London Weighting. Applicants wanting more information about either post should contact Dr. Griffiths by telephone. The closing date for applications for both posts is January 2nd, 1979, and the project will start as soon as possible after this date.

Further particulars of both posts and application forms are available from the Administrative Officer, The Joint Board of Clinical Nursing Studies, 77-202 Great Portland Street, London: W1N 9TS. Telephone 01-694 6061.

RESEARCH OFFICER

The Health Education Council is responsible for developing and promoting health education activities in England, Wales and Northern Ireland. A Research Officer is required to assist the Medical Officer in the administration of the Council's research programme to address research priorities and to maintain contact with research workers in contact with the Council and with appropriate research institutions.

Applicants should be graduates in Science, Biology or Sociology and/or in Medical Science, Postgraduate Research. An MSc (MPhil) or PhD in the field of Health Education would also be appropriate together with training and some experience in research, preferably in sociological field, educational or social psychology.

Starting salary will be £5,000 per annum on scale N01 (group 1) to £6,000 per annum (group 2) and the post is open to applications.

Please write or telephone for an application form to: Dr. D. Whitem, Personnel Officer, Health Education Council, 78 New Oxford Street, London WC1A 1TL. Tel: 01-477 1801, Fax: 216.

Closing date for receipt of applications: 21st December, 1978.

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Principal Lecturer

The applicant will be responsible through the College Principal to the Wellington Teachers' College Council for all aspects of planning, development and administration of the course and of teaching within the Library School. The applicant will be expected to do some teaching.

Senior Lecturers (2 positions)

The two applicants will share in providing leadership and teaching within the Library School. Applicants should have had wide experience in library work and preferably in teaching library studies.

Lecturers (2 positions)

Applicants should be sufficiently experienced in library work to be able to assume responsibility for developing and teaching courses in particular aspects of librarianship. They should have had some experience in providing training or in-service training in librarianship.

Qualifications: Applicants should be graduates from a recognised university course in Library Science and should possess a university degree.

Employment Conditions and Salary: As for Teachers' College Lecturers. Prospective applicants should write for further details and an application form to the Registrar, Wellington Teachers' College, Private Bag, Karori, Wellington 2.

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Colleges and Institutes of Higher Education

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Applications are invited for the following posts to be filled as soon as possible:

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Salary: £4,100-£7,000 plus £450 London Weighting. Applicants wanting more information about either post should contact Dr. Griffiths by telephone. The closing date for applications for both posts is January 2nd, 1979, and the project will start as soon as possible after this date.

Further particulars of both posts and application forms are available from the Administrative Officer, The Joint Board of Clinical Nursing Studies, 77-202 Great Portland Street, London: W1N 9TS. Telephone 01-694 6061.

For further details and application forms apply to: Principal Administrative Officer, Gwent College of Higher Education, College Crescent, Caerleon, Newport, Gwent NP23 1XJ.

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School of Business and Social Studies

LECTURER II IN ACCOUNTANCY

Applicants for the post should possess a professional qualification in Accountancy, and experience in commerce, industry or local government. A knowledge of the accounts of a manufacturing or trading company will be an advantage.

The ability to make financial accounts and other, of both manufacturing and trading companies, and of local government accounts is essential.

The salary for this post will be in accordance with the Burnham Scale of Salaries for Teachers in Institutions of Further Education, Lecturer Grade II, £4,101-£6,500.

Letters of application should be sent to: Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AT, so as to reach him not later than Wednesday, 13th December, 1978.

For further details and application forms apply to: Principal Administrative Officer, Gwent College of Higher Education, College Crescent, Caerleon, Newport, Gwent NP23 1XJ.

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Overseas continued

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The post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowance other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting reference stating post concerned, and giving details of age, qualifications and experience to:—



Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

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Industrial Relations/Personnel (Ref TH/159)

An appreciation of the role of negotiators, managers, trade union officials and other staff representatives is essential and relevant experience within industry would be advantageous. Ideally, you should be a graduate or professionally qualified, preferably with a post-graduate management or personnel qualification.

Financial/Accounting (Ref TH/160)

You should understand the role of financial control in management and be capable of presenting finance and accounting procedures to groups without formal knowledge of this subject. You should be a graduate or professionally qualified, preferably with a post-graduate management or accountancy qualification.

Commercial/Marketing (Ref TH/161)

You should have a strong interest in and experience of customer-related activities — such as promotional activities for generating business in a retail environment — and be capable of communicating the consequences of changing policy and practice and their importance to audiences not normally familiar with these aspects of business. Relevant experience in industry and of pricing/marketing would be advantageous. A degree, professional qualification or post-graduate qualification in marketing will be looked for.

Assistance with relocation expenses given in appropriate cases. Write in confidence giving details of career to date and present salary, quoting appropriate reference number to:
Duncan Ross Recruitment & Development Officer,
The Electricity Council, 30 Millbank, London SW1P 4RD.

ELECTRICITY COUNCIL

Western Australia
Institute of Technology



School of Business & Administration

Head of Department—Business Law

The Department offers a major in Business Law and services other courses within the School's Bachelor of Business programme. At postgraduate level, subjects are offered in the School's Masters and Diploma courses.

Applicants must possess a first degree in law and a higher degree in law or a related discipline.

Head of Department—Economics and Finance

This Department offers a major in Financial Management and Economics within the School's Bachelor of Business programme. It is also responsible for an option in valuation, which is being developed as a major within the Bachelor of Business programme. At postgraduate level subjects in Economics and Finance are offered in the School's Graduate Diploma and Masters programmes.

Applicants must possess a higher degree in economics, finance or a closely related area. Each Head will provide effective educational and professional leadership, co-ordinate academic and administrative operations and further the Department's involvement with other educational institutions, business, industrial and professional bodies.

Previous teaching experience with industrial, commercial or professional experience is desirable.

Terms: The posts offer permanent academic tenure. It is Institute policy that persons appointed as Head of Department will be assigned the appropriate duties for an initial period of six years, with eligibility for renewal. Should an appointee not continue as Head of Department the academic level and salary are retained.

Salary: £15,287 (quoted at October 30 rate of exchange).

Conditions include: Annual Long Service and Opportunity for Study Leave. Superannuation. Free for family and assistance with removal expenses and temporary accommodation.

Applications: Detailed applications including a curriculum vitae and the names and addresses of three referees should be submitted not later than 22nd October to the Migration Officer, Western Australia House, 115 Strand, London WC2A 0AJ, England. A brochure containing further information may be obtained from the above address. When applying please quote reference HES.

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Applicants should have an
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requirements into existing
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Candidates should preferably
be Computing Science Gradu-
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Salary will be in the range
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Application forms are avail-
able from the Assistant Sec-
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Street, London WC1E 6BT. Tel:
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should be completed and re-
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Classified
continued
on page 32

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THE READERSHIP SURVEY

A comprehensive readership survey was recently undertaken in the higher educational field. Copies of this report, together with our plans for the autumn, are available from David Hunt, Advertising Manager, THES, New Printing House Square, P.O. Box 7, Gray's Inn Road, London WC1X 8EZ.

Royal Society attack on ideological influences

by Robin McKie
Science Correspondent

A stinging attack has been made by Lord Todd, president of the Royal Society, on the Government's bid to impose political standards in education policy and on various ideological attempts to influence the direction of scientific research.

Although he mentioned no party or Cabinet ministers, Lord Todd, speaking to the anniversary meeting of the society last night, made it clear that he was strongly opposed to present Labour policy on comprehensive education.

"Beginning with a laudable intention of ensuring that every child should have an equal opportunity, some of our political masters now seem bent on imposing uniformity and pushing egalitarianism to the point of ignoring differences in ability, and opposing any ideas of selection or segregation on merit grounds," he said.

"In practice, this means that education is to be organized not from the point of view of political ideology. Whether one agrees with that political ideology or not, it is surely wrong to make it the driving force behind an educational system."

He added that the Royal Society's education committee had set up a working party on the problems facing talented children, and the group would also be considering the higher educational implications of the proposal of such systems (in schools) as to be followed by the Government.

On various occasions, voices have been raised claiming that limits should be set to scientific inquiry—that there are questions which should not be asked and research which should not be undertaken. These

are matters which ought to be taken seriously, the more so as they have not only been raised by members of the lay public but have even found support among scientists.

At present, the main focus of this attack was to be found in molecular biology especially in relation to the problems associated with recombinant DNA, genetic engineering, the aging process and the genetic component of differences in human beings.

In questioning genetic engineering we were concerned not with safety but with ideology, he believed. Applied to human beings it could alter the shape of things in a way which might not fit with preconceived ideas of the future.

Objections to research on the aging process were again ideological; if it were to be successful in greatly extending the life-span it was popularly believed that this would gravely upset the age-structure of the population and with it the whole nature of society.

And studies on the importance of genetic differences in human beings were frowned upon because they could possibly yield results which would conflict with political dogma.

"It is attempts such as these to control science on ideological grounds that are most dangerous and they must be resisted at all costs. Ideological control is a complete negation of all that science stands for since it rests on the assumption that we know what the future will or should be or that we wish the future to be the same as the present; whether this is for socio-political or quasi-religious reasons is irrelevant."

which scientific knowledge can be pursued must be determined by economic considerations but I am wholly opposed to any attempts to regulate or control the direction of scientific inquiry and I believe that in saying so I also speak for the Royal Society," he added.

Discussions on the measures have been taking place within the Department of Education and Science for several months, and the government has promised further consultations before any new arrangements are introduced. Among the options which have been considered are further rises in tuition fees, a new system of quotas and the establishment of a commission to advise on overseas student affairs.

Meanwhile, three bodies concerned with the welfare of foreign students are making a new plea for a review of the regulations governing residence qualifications. Representatives of the Joint Council for the Welfare of Immigrants, the National Union of Students and the United Kingdom Council for Overseas Student Affairs met this week and decided on a joint approach to demand new guidance for local authorities.

They claim that about 1,000 students previously receiving grants have been refused financial support this year because of a change in the length of time a student is required to live in Britain before qualifying for an award. Many have been forced to abandon their studies, and NUS are currently fighting 70 individual cases.

In addition, they are anxious that apparently contradictory rulings on residence as it applies to grants, tuition fees and lodgings charges, should be superseded.



Princess Alexandra, patron of the Central School of Speech and Drama, talks to drama students after opening the school's new production studio at the Embassy Theatre, Swiss Cottage, London.

Manchester Poly criticized after quinquennial inspection

by Owen Surridge

Governors of Manchester Polytechnic have had a sharp rebuke from the CNAAC after a quinquennial inspection earlier this month.

The visiting team complained that the governors were taking too little interest in the affairs of the polytechnic. They also criticized the college administration for poor internal communication at faculty level.

One of the main criticisms of the visit was the lack of a properly thought out development plan within the next two years. Staff fear that this requirement, coming at a time when financial stringency may become permanent, must cause a drastic reduction of long-standing activities to expand their student roll to 18,000.

At present the figure stands at 12,500. There are just over 1,000 teaching staff.

The visit was the CNAAC's first since publication of its strictures on Teesside Polytechnic.

The visit to Manchester saw the latest development of the CNAAC's

recent attempts to encourage a measure of dialogue during quinquennial investigations. In addition to the normal discussion with the polytechnic's academic board, it arranged a series of small group debates on cost development and planning, research and staff development, part-time degree courses, and monitoring and evaluation.

Mr Hugh Glanville, the CNAAC's registrar for institutional reviews, claimed that the experiment was a success despite the verbal fireworks. "One expects a certain animosity in discussion among academics," he said afterwards. "But we listen to views they have about CNAAC. These are always taken seriously."

He refused to comment on the council's findings at Manchester until the report was in print. But he added: "One thing we shall have to improve upon is the time taken before reports finally emerge. No publication date has been set, and it looks as though the polytechnic will have to wait at least three months for the full results of the visit."

Polytechnic recruitment holds

Polytechnics are reporting buoyant trends in recruitment, despite last week's disclosure that the government has reduced its forecast of student numbers in the 1980s.

Statistics released this week by the Committee of Directors of Polytechnics show total polytechnic enrolment in 1978 as 117,000 full-time and sandwich students, exactly the same as last year.

But Mr Peter Flowerday, CDP secretary, points out that the figures conceal two nationally imposed cuts in student numbers through the cut-back in teacher training and the reduction of overseas student numbers.

Since November, 1977, the CDP says, teacher training numbers in polytechnics have fallen 20 per cent from 16,000 to 12,500. At the same time the Government's policy of reducing overseas student numbers cut their total from 15,000 to 13,500.

Mr Flowerday believes that the sharp drop in teacher training may conceal continuing demand for

higher education. "A large number of qualified people who would have entered teacher training a few years ago have not been able to," he says. "It is that they are contributing to the shrinkage the DES is talking about."

In other areas of work, polytechnic enrolments have grown by 3.5 per cent since last year, with a 2.3 per cent rise in science, technology and mathematics students, and a 4.3 per cent rise in all other subjects.

Science, technology and mathematics numbers rose from 43,000 to 44,000, while in other subjects numbers rose from 58,000 to 61,500. Overseas students accounted for 13.5 per cent of all enrolment, compared with 12.5 per cent last year.

Commenting on the revised DES projections, Mr Flowerday said: "Whilst we have lost 3,500 teacher training students, other institutions have lost several times that number. When you lump all the figures together, that is where the apparent shortfall is coming, I fancy."

Death of Mr Stan Broadbridge

Mr Stan Broadbridge, general secretary of the National Association of Teachers in Further and Higher Education, died in hospital last week at the age of 50. He had been in his post for just over a year.

Before being elected general secretary he was an economics lecturer at North Staffordshire Polytechnic and a member of NATFHE's national executive.

Mr Peter Knight, the association's president, said: "Stan made a profound contribution to the success of NATFHE in particular, and the development of post-school education in general. He had that rare ability to argue a case with cogency and tenacity, while presenting a clarity of expression that would always convince but never give offence."

Art course failures inquiry call

by John O'Leary

Students from four colleges are calling for an inquiry into exceptional high failure rates on art courses validated by London University examiners' meeting at the Institute of Education was picked last week in an attempt to have question reopened.

The courses involved are in B Humanities and RED des at Goldsmiths' and St Mary's colleges and the West London and Richmond Institutes. At Goldsmiths' the college authorities appealed to the university when thirds of first year students failed, but were told that the university was satisfied the examiners had acted properly.

A spokesman for London University said the matter could not be reopened. "The university has certain standards and students at the colleges are subject to these," he said. "There was a rather high failure rate on these courses. We have external examiners and assessments have been confirmed."

However, the students insist procedures laid down by the university were not followed and are threatening to take the matter to court if necessary. "It is a resounding excuse for closing the joint courses," said Mr Robinson, president of Goldsmiths' union. "The college tried its best but if we don't get a satisfactory reply, there are serious courses of action we will consider."

The University of London has also taken on the case, Lord Auman to reopen the question and pointing out that a number of students are still unsure about examinations they will be required to take this year.

Problems first arose on the courses two years ago when first year students at St Mary's College, Twickenham, were told that in addition to the failures out of 23 entries at Goldsmiths, half those sitting examination at the West London Institute and a third of those at Richmond Institute were failing.

Graduate demand on the increase

A report on job opportunities listed this week has encouraged news for graduates. Demand for graduates has not only been expected, says the Civil Service Unit, which provides information for careers service, the universities and polytechnics.

A 20 per cent demand, for the unit last January, had exceeded by July. The report that for certain types of science and engineering demand was on a par with the vintage summer 1974.

The number of vacancies for mathematicians and people who work with computers doubled.

NEXT WEEK

Dr James Hester, rector of United Nations University interviewed.
John O'Leary on alternative perspectives.
Four pages of books on environmental studies.
Accountability, accreditation, autonomy in Higher Education.
Keith Sagar on Edward G. "Illegitimate Barbiere".
Pinter's *Detrimental* Reviewed.

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